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Proceedings
OF THE
FIFTY-FIFTH ANNUAL
CONVENTION
OF THE
Middle States Association
of
Colleges and Secondary Schools
1941

HELD AT
HADDON HALL, ATLANTIC CITY
FRIDAY AND SATURDAY
NOVEMBER 21 and 22, 1941



PUBLISHED BY THE ASSOCIATION

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The next convention of the Association will be held at Atlantic City, N. J., on Friday and Saturday, November 27 and 28, 1942.

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LIST OF OFFICERS, 1941-42

PRESIDENT

PRESIDENT WILLIAM E. WELD, Wells College.

VICE-PRESIDENT

PRINCIPAL HAROLD A. FERGUSON, Montclair High School.

SECRETARY

DEAN KARL G. MILLER, University of Pennsylvania.

TREASURER

PRINCIPAL BURTON P. FOWLER, Germantown Friends School.

EXECUTIVE COMMITTEE

DEAN MARJORY S. GOLDER, Women's College, University of Delaware.

DEAN HENRY GRATTAN DOYLE, George Washington University, Washington.

PRESIDENT WILLIAM E. WELSH, Georgetown Preparatory School, Maryland.

HEADMASTER CHARLES H. BREED, Blair Academy, New Jersey.

PRINCIPAL HYMEN ALPERN, Evander Childs High School, New York.

HEADMASTER GEORGE A. WALTON, George School, Pennsylvania.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

TERMS EXPIRING IN 1942: President WEIR C. KETLER, Grove City College; Headmaster CHARLES C. TILLINGHAST, Horace Mann School for Boys; Dr. ROY J. DEFERRARI, Catholic University of America; President ROBERT C. CLOTHIER, Rutgers University.

TERMS EXPIRING IN 1943: Director FRANK H. BOWLES, Columbia University; President BYRON S. HOLLINSHEAD, Scranton-Keystone Junior College; President DAVID A. ROBERTSON, Goucher College, *Chairman*.

TERMS EXPIRING IN 1944: President WILLIAM E. WELD, Wells College; Director EUGENE F. BRADFORD, Cornell University; Headmaster WALTER R. MARSH, St. Paul's School; President HARRY A. SPRAGUE, Montclair Teachers College.

The President of the Association.

The Secretary of the Association.

Honorary Members:

Dr. WILSON FARRAND.

Dr. FREDERICK C. FERRY.

Provost GEORGE WM. McCLELLAND.

COMMISSION ON SECONDARY SCHOOLS

TERMS EXPIRING IN 1942: Registrar W. J. O'CONNOR, Georgetown University; Superintendent JAMES M. SPINNING, Rochester; Professor E. D. GRIZZELL, University of Pennsylvania, *Chairman*.

TERMS EXPIRING IN 1943: Assistant Commissioner WARREN W. KNOX, Albany; Principal L. GERTRUDE ANGELL, Buffalo Seminary; Principal IRA R. KRAYBILL, Cheltenham High School.

TERMS EXPIRING IN 1944: Headmaster CHARLES H. BREED, Blair Academy; Director EUGENE S. FARLEY, Bucknell Junior College; Dean MARGARET T. CORWIN, New Jersey College for Women.

The President of the Association.

The Secretary of the Association.

REPRESENTATIVES ON THE COLLEGE ENTRANCE EXAMINATION BOARD

Headmaster ALBERT LUCAS, St. Albans School.
Dean MAUDE STRAYER, The Masters School.
Headmaster CORNELIUS BOOCOCK, Haverford School.
Principal JOHN H. TYSON, Upper Darby High School.
Principal GALEN JONES, Plainfield High School.

REPRESENTATIVES ON THE AMERICAN COUNCIL ON EDUCATION

President DAVID A. ROBERTSON, Goucher College.
Dean HENRY GRATTAN DOYLE, George Washington University.
Dean KARL G. MILLER, University of Pennsylvania.

FRATERNAL DELEGATES

New England Association of Colleges and Secondary Schools.
Dean MARGARET S. MORRISS, Pembroke College, Providence,
Rhode Island.
North Central Association of Colleges and Secondary Schools.
President JOHN L. SEATON, Albion College, Albion, Michigan.
Southern Association of Colleges and Secondary Schools.
President C. C. SHERROD, East Tennessee State Teachers Col-
lege, Johnson City, Tennessee.

TEMPORARY COMMITTEES

COMMITTEE ON NOMINATIONS:

Registrar WALTER J. O'CONNOR, Georgetown University.
Professor E. D. GRIZZELL, University of Pennsylvania.
Assistant Commissioner WARREN W. KNOX, Albany.
Principal D. MONTFORD MELCHIOR, Girard College.
Principal LESLIE B. SEELY, Germantown High School, *Chair-*
man.

COMMITTEE ON AUDIT:

Principal PRICE B. ENGLE, Roxborough High School.
Acting Headmaster JOHN F. GUMMERE, The William Penn
Charter School.

GENERAL MEETINGS OF THE ASSOCIATION

FRIDAY, NOVEMBER 21, 1941

Presiding Officer—Headmaster CHARLES H. BREED, Blair Academy,
President of the Association.

10:00 A. M.—BUSINESS SESSION, Vernon Room, Haddon Hall.
Reports of Commissions and Special Committees.

11:30 A. M.—GENERAL SESSION, Vernon Room, "Education and
the National Welfare".

Education and International Welfare.

GEORGE F. ZOOK, President, American Council
on Education.

Education and the Present Emergency.

RAYMOND WALTERS, President, University of
Cincinnati.

1:00 P. M.—LUNCHEON, Rutland Room.

No formal addresses.

2:30 P. M.—AFTERNOON SESSION, Vernon Room.

The Contribution of the Humanities to the Na-
tional Welfare.

THEODORE M. GREENE, Professor of Philos-
ophy, Princeton University.

The Contribution of the Sciences to the National
Welfare.

HARVEY N. DAVIS, President, Stevens Institute
of Technology.

5:00 P. M.—SPECIAL MEETING, Viking Room.

Financial Problems Confronting Schools and Col-
leges in the Present Emergency.

Chairman—WILLIAM MATHER LEWIS, President,
Lafayette College.

7:15 P. M.—DINNER, Rutland Room.

Greetings from Fraternal Delegates.

The Education of American Children.

MARY ELLEN CHASE, Professor of English
Literature, Smith College.

SATURDAY, NOVEMBER 22, 1941

9:30 A. M.—MORNING SESSION, Vernon Room.

The Contribution of the Junior College to the
National Welfare.

WALTER C. EELLS, Executive Secretary, Amer-
ican Association of Junior Colleges.

10:30 A. M.—Conference on Procedures for Evaluating Secondary
Schools, Commission on Secondary Schools, Vernon
Room.

Chairman—R. D. MATTHEWS, University of Penn-
sylvania.

BUSINESS SESSION

FRIDAY, NOVEMBER 21, 1941

REPORT OF THE EXECUTIVE COMMITTEE

KARL G. MILLER, *Secretary*

In so far as the Middle States Association is concerned, the past year has been one of continued and constructive activity, with very little in the way of special problems, difficulties or innovations. The most serious complication which has confronted the Association has been the conflict of Thanksgiving dates recognized by the various geographical units in the Middle States area. There is clear evidence that the attendance at the annual conventions of 1939 and 1940, and doubtless at this 1941 convention also, has been adversely affected by this unfortunate situation. There is every reason to believe that this particular difficulty has been removed and that Thanksgiving Day will be celebrated on November 26, 1942 by the people of the United States without regard to political complexion. The Executive Committee at its meeting this morning designated Friday and Saturday, November 27th and 28th, as the dates for the 1942 convention of the Association, again to be held at Haddon Hall in Atlantic City, New Jersey.

During the past year the major duties of the Association have again been fulfilled by the Commission on Institutions of Higher Education and the Commission on Secondary Schools, both of which have functioned conscientiously and effectively. The reports of their work will be presented to you within the hour. Only one special committee, that on the "Uniform College Entrance Blank" has been in existence, and that committee is now prepared to submit its final report and request dismissal.

With the approval of the Executive Committee, the Secretary arranged the publication of the lists of accredited colleges, junior colleges and teachers colleges, and the list of accredited secondary schools, in a single pamphlet which was distributed last January. Many favorable reactions have been expressed and in so far as is known there have been no unfavorable criticisms or objections. Both of the Commissions and the Executive Committee have approved the

printing of the combined lists, with some editorial improvements, for 1942.

Because of the unusual number and length of the manuscripts published in the Proceedings of the 1940 convention, the officers of the Association authorized the Secretary to omit the printed list of delegates, which had always been included previously, and which would have occupied twelve or fourteen pages. No protests or even comments were forthcoming from the membership and it seems apparent that in the following February no one was particularly interested in an attendance record three months old. The Executive Committee has therefore authorized the Secretary to omit the list of delegates in publishing the Proceedings of the present convention.

Although next February very few will be concerned with the attendance record of this meeting, the Executive Committee believes that a list of those now present should be of great interest and some value to those now present. A booklet listing the institutions and their representatives who have signified their intention of attending this convention has been prepared and is now being distributed. A total of 386 replies were received in response to the Secretary's inquiry and the booklet includes the names of 599 representatives of 359 member institutions. Some additional expense and a good deal of labor has been involved in the preparation of this attendance record and the Executive Committee is particularly desirous of learning whether it proves to be of interest or use to those present. A brief note, addressed to the Secretary after the convention, will be greatly appreciated.

Officers of certain member institutions have complained of not receiving announcements, programs and other communications from the Secretary. The Executive Committee has, therefore, authorized a revision of the addressograph list. A return post card will be sent to each member institution to inquire whether the present addressograph plate is satisfactory, or whether correspondence would be facilitated by addressing our communications to a particular office or officer. In some cases it would be advantageous to address the administrative vice-president, or the dean, or the registrar instead of addressing our mail merely to the institution, as is now done. It would seem inadvisable, however, to change our addressograph system so as to name the person who is now administrative vice-president,

dean, or registrar. The cooperation of all present in improving the effectiveness of the Association's mailing list will be appreciated.

For many years the membership of the Middle States Association has included not only the accredited colleges and secondary schools but also a number of "Other Membership Institutions," which fall into certain specific categories. There are, in the first place, certain organizations to which the term "accreditation" does not apply, such as State Departments of Public Instruction, City Departments of Education, and the High School Principals Association of New York City, which has just been welcomed to membership. In the second category are a number of schools and colleges which have never been accredited by the Association and which, in some cases at least, look forward to inclusion on the accredited list. Finally, there are colleges and schools which for one reason or another have been withdrawn from the accredited list and which, as a matter of routine, have been transferred to the list of Other Membership Institutions. In a number of cases it has come to the attention of members of the Executive Committee that the statement "Member of the Middle States Association" has been misinterpreted as "accredited by the Middle States Association." It happens that the New England Association of Colleges and Secondary Schools publishes no lists of accredited institutions. However, the requirements for membership in the Association constitute a virtual system of accreditation. Membership in the New England Association, therefore, has a quite different significance than membership in the Middle States Association. It was probably because of such misunderstanding that the Southern Association of Colleges and Secondary Schools voted at its 1940 convention to discontinue its list of Other Membership Institutions. Your Executive Committee has considered this problem and believes that it would be advantageous to make a change in Article II, Section 2 of the Constitution as adopted at the convention of November 1937, so as to limit the Other Membership List to organizations and associations to which the term "accreditation" is not applicable. Schools and colleges not on the accredited list would be continued on the mailing list of the Association and their representatives would be cordially invited to attend the annual convention. Such institutions, however, would not technically be "Members of the Middle States Association," and they would not be asked to pay dues. It is the plan to present a proposal for the revision of the

Constitution at the 1942 convention by which non-accredited schools and colleges will become ineligible for membership in the Association after January 1, 1944.

During the past year the Middle States Association was represented at the annual meeting of the New England Association of Colleges and Secondary Schools, held in Boston in December 1940, by Dr. Charles C. Tillinghast of the Horace Mann School for Boys as fraternal delegate; at the annual meeting of the Southern Association of Colleges and Secondary Schools held in Memphis in December 1940, by your Secretary and at the annual meeting of the North Central Association of Colleges and Secondary Schools, held in Chicago in April 1941, by Dr. R. D. Matthews, Executive Secretary of the Commission on Secondary Schools. The Association was also represented at the joint meeting of the Implementation Commission of the National Association of Secondary School Principals and The Commission on the Relation of School and College of the Progressive Education Association, at Columbia University in April 1941, by Dr. Tillinghast, and the Inauguration of President Henry E. Allen of Keuka College, in November 1941, by Dr. Eugene F. Bradford. It might be noted that the President of the Association, Dr. Breed, will serve as our fraternal delegate at the annual convention of the New England Association early next month, and that Dr. Matthews will represent us at the annual meeting of the Southern Association of Colleges and Secondary Schools to be held in Louisville in the near future.

Chairman Breed: We shall be very glad if anyone would like to ask any questions regarding the Secretary's report. There may be some questions about this new ruling regarding non-accredited schools and the printing of the lists. Has anyone any question to ask concerning the Secretary's report?

Reverend Karl Alden: Mr. President, if this ruling is adopted, the non-accredited schools will then be barred from the privilege of the floor, I suppose, at the business meeting. Is that correct?

Secretary Miller: Mr. President, the proposal is to present a definite recommendation at the November 1942 convention. The Executive Committee has not as yet prepared the wording of the proposed revision of the Constitution and I feel that it is impossible to reply to such a question until a specific proposal has been formulated.

Chairman Breed: It is certainly true, however, Mr. Alden, that there is no intention on the part of the Association to make any difficulties for anyone. We should be very sorry to have any of the actions misconstrued. The whole plan is at present tentative. Something should be done to change the present system; we are quite sure of that, but we shall proceed slowly and there will be no definite action until the meeting a year hence.

Are there any other questions about this matter? If not, I will entertain a motion that the report of the Executive Committee be approved.

(Motion made and carried to accept and file the report as presented.)

REPORT OF THE TREASURER

from

November 1, 1940 to November 1, 1941

Receipts

Balance in Association Checking Account	\$2,433.69
Balance in Association Savings Account	5,040.15
Dues from 1 institution for 1938-39	10.
Dues from 16 institutions for 1939-40	160.
Dues from 865 institutions for 1940-41	8,650.
Dues from 6 institutions for 1941-42	60.
Dues from 1 institution for 1941-42 on account	7.50
Advance Accrediting Membership fees 1940-41	150.
Certificates to Schools, Commission on Secondary Schools ..	10.
Travel Expenses, Commission on Secondary Schools (reimbursed)	127.73
Inspection of Colleges, Commission on Higher Institutions ..	1,275.
Miscellaneous receipts	4.55
Total Receipts	\$17,928.62

Disbursements

Annual Meeting Expenses	604.61
Expenses of Members to,—	
American Council on Education	18.40
College Entrance Examination Board	94.09
Committee on Uniform Blanks	70.75
Commission on Higher Institutions Meetings ..	362.40
Executive Committee Meetings	71.25
Expenses of delegate to New Eng. Assn. Mtg.	24.35
Expenses of delegate to North Central Mtg.	95.22
Expenses of delegate to Southern Assn. Mtg. ..	109.89
	846.35
American Council on Education dues for 1941	100.
Commission on Higher Institutions	1,146.17
Commission on Secondary Schools	5,190.99
Refunding dues	10.

Clerical	\$287.
Honoraria	1,100.
Stamps and Notary fees	81.65
Proceedings	1,223.26
Printing	121.92
Bonding Treasurer	25.
Miscellaneous	155.30
<hr/>	
Total Disbursements	\$10,892.25
Balance on hand in Association Checking Account No- vember 1, 1941	1,996.22
Balance on hand in Association Savings Account No- vember 1, 1941	5,040.15
<hr/>	
Totals	\$17,928.62

Two schools whose dues have not been paid for 1938-39, 1939-40, and 1940-41 are automatically dropped from membership in the Association. They are: St. Joseph's Academy, McSherrystown, Pennsylvania, an associate member; and West New York Memorial High School, West New York, New Jersey, also an associate member.

Two schools are in arrears for 1939-40 and 1940-41, and both are accredited institutions. Eight institutions are in arrears for 1940-41. Of these eight four are associate members.

STANLEY R. YARNALL,
Treasurer.

REPORT OF THE AUDITING COMMITTEE

We have examined the accounts of the Treasurer, together with the accompanying vouchers, and find all to be correct as set forth, the balance in his hands being,—

Checking Account	\$1,996.22
Savings Fund Account	\$5,040.15

JOHN F. GUMMERE,
PRICE B. ENGLE,
Auditors.

November 17, 1941

(Motion made and carried to accept and file report as presented.)

REPORT OF THE COMMISSION ON INSTITUTIONS
OF HIGHER EDUCATION

FRANK H. BOWLES, *Secretary*

The report of the Commission on Institutions of Higher Education is in three parts. The first part deals with developments of the past year in the accrediting of higher institutions.

A year ago it was reported that criticism of the accrediting agencies had resulted in meetings to discuss the reasons for the existence of so many such agencies, and suggestions from high places in the field of education that the number of such agencies be curtailed. As a result of those meetings, a committee has been formed to consider the merits of new organizations planning to accredit. One such organization in a professional field has already been informed that institutions will be advised not to deal with it if it does attempt to accredit.

The problem of the separate accreditation of graduate work continues to be discussed. One school of thought holds that graduate work should be dealt with by the Association of American Universities, and that the regional associations should concern themselves only with undergraduate work. Another school suggests that regional associations should extend their work to cover the master's degree.

Your Commission now gives attention to the scope and quality of graduate work offered by an institution under consideration, but so far has not undertaken separate consideration of graduate work. This is a problem that must be faced in the near future, although the manner of dealing with it is not yet clear.

The second part of the report of the Commission is on actions at its meetings of the past year. Those actions are as follows:

Replaced on list—American University, Washington, D. C.

Added to list:

Canal Zone Junior College, Balboa, C. Z.

Concordia Collegiate Institute, Bronxville, N. Y.

Queens College, New York City

State Teachers College, Indiana, Pennsylvania

Universiy of Newark, Newark, N. J.

Removed from list—St. John's University, Brooklyn, N. Y.

The foregoing portion of the report was submitted for the information of the Association. The third part of the report deals with recommendations for changes in the Principles and Standards for Accrediting Institutions of Higher Education. The recommendations include the insertion of the words "four-year colleges" in the section entitled Definition and the addition of two new standards on Organization and Guidance, numbered II and VI respectively, in the following revision:

PRINCIPLES AND STANDARDS FOR ACCREDITING INSTITUTIONS OF HIGHER EDUCATION

In establishing and maintaining a list of accredited institutions it is the purpose of the Middle States Association to indicate those undergraduate institutions within its territory which meet certain standards of excellence.

The standards of the Association are stated for the guidance of institutions within its territory whether they are accredited or non-accredited, with the hope that they will undertake to evaluate themselves along the lines indicated. It is to be emphasized that no institution will be judged worthy of placement or continuance on the accredited list unless it shows evidence of continued effort to improve itself.

It is always to be understood that in appraising an institution which seeks its approval, the Commission seeks to avoid obliging colleges to conform to any fixed pattern. The purpose of the Commission is not to standardize but to give its approval to institutions which justify their presence in the higher educational field and which reasonably accomplish the purposes they set for themselves. Indeed, adherence to conventional policy and procedure, while in no sense objectionable and often desirable, is not essential. The Commission wishes to encourage intelligent experimentation and pioneering in both administration and teaching. The real test turns upon the intellectual and scholastic honesty of the individual enterprise, its right to claim recognition in the college world, and the proof it affords of the success of its endeavors through the students it trains and graduates.

In the consideration of an institution emphasis will be placed on the manner in which the institution as a whole performs its task of instruction. Attention will be given to aspects that have an important bearing on instructional efficiency such as the financial condition; buildings and grounds; the organization of the curriculum; the administration; library; laboratories; admission policy; graduation requirements; student activities and faculty competence.

Definition

An institution eligible for inclusion in the list of four-year colleges* accredited by the Association is a state, municipal, or incorpo-

* For Junior Colleges, see Section XVIIIa.

rated private institution not operated for profit, or a unit of a recognized college or university, having at least one four-year unified curriculum which is devoted exclusively to education in the liberal arts and sciences; which has legal authority to grant a bachelor's degree; which has granted and continues to grant such degree; and which requires for admission the completion of a standard four-year secondary school curriculum or equivalent education approved by the Association.

PRINCIPLES AND STANDARDS

I. Purpose

It is important at the outset for any institution seeking the approval of the Commission to make public avowal to its natural constituency and to its neighboring institutions of its fundamental purpose in receiving students and in offering them instruction. Merely to introduce into the annual announcement or catalogue a conventional paragraph with reference to objectives is not enough. The institution under consideration must have a clear-cut realizing sense of the reasons for its existence, based on sound educational premises. There must be evidence of progressive movement towards the realization, in some degree, of the ideals and purposes which the institution sets for itself. It should be made clear in this connection from what chief sources the institution receives its support and to what type of students it offers educational opportunity.

II. Organization

An institution worthy to be accredited has a logical, cohesive, and effective organization, sensibly related to the institution's size, to its purposes, and to the instruction it offers. Although the Commission is primarily concerned with instruction in the liberal arts and sciences, it recognizes the fact that other schools, divisions, and departments of the institution affect and influence the program in arts and sciences.

III. Admissions

The policy of a college with respect to the admission of students is, in the judgment of the Commission, a reliable index of its educational character.

In evaluation of the admission policy emphasis will be placed on the extent to which a system of selective admission is employed and the manner in which the college lives up to its announced entrance

requirements. The admission of doubtfully qualified students or of a large proportion of special or non-matriculated students, deviation from announced admission standards, or the use of entrance probation will be considered as evidences of unsound admission practice. The fidelity with which a college lives up to announced entrance requirements is of primary importance.

IV. *Faculty*

The Commission is not disposed to fix rigid standards in judging the competence of the faculty. Many factors will be considered. The formal education of the staff is of first importance, although the institutions in which college teachers have done undergraduate and graduate work successfully are of more significance than the degrees they hold. The major instructional responsibilities must, however, be mainly in the hands of thoroughly educated and experienced instructors. This means ordinarily nothing less than the doctor's degree or its genuine equivalent. Evidence of intellectual alertness will be sought and account taken of the scholarly productions of the faculty and of the participation of its members in the activities of learned societies.

V. *Instruction*

The Commission's representatives will visit the classrooms and laboratories of the college under consideration but will not attempt wholly to evaluate the instruction by observation. The college will be expected to furnish objective evidence of the quality of its instruction through the intellectual performance of its students. In judging the instructional efficiency of the college, consideration will be given to the performance of the student body in standardized tests and the quality of their work in leading graduate, professional, and research institutions, and to the degree to which the institution as a whole seems to be living up to its promises to the public in the quality, scope, and the results of the program of instruction it offers.

VI. *Guidance*

The obligation of the college extends beyond the training of the intellect and includes responsibility for a balanced development of the personality. Guidance of students, so that each individual may derive the greatest benefit from his college experience, cannot be left to the casual interest of faculty members in ordinary classroom con-

tacts and routine advising procedures. The institution should provide a guidance program for assisting students in the selection of their studies and extra-curricular activities, for the analysis of causes of academic deficiency, and for the adjustment of specific personality problems. Such functions cannot be performed effectively unless administered by persons with delegated authority and with special capabilities in personnel work. The responsibility of the college for student guidance begins with a well-organized program for introducing entering freshmen to the purposes and problems of college life, continues throughout the undergraduate years, and terminates with an effective placement service assisting the young graduates to find their proper places in the world.

VII. *Curriculum*

The Commission believes that the curriculum of a college should be such as will carry out its announced purposes and at the same time be adaptable to the needs of the student body. The first concern is that a college should have the faculty, the plant, the library, the laboratories, and the atmosphere with which to carry out its announced objectives. The desires and the attainments of the individual student should have much to do with the organization of his own complete program of study. At the same time, especially if the field of study be general liberal arts and sciences, such a program should be well integrated and should not permit the student to confine his education to a narrowly restricted field. Curricular offerings in liberal arts should ordinarily include all the usual academic fields. The offering of specialized vocational curricula should be undertaken with caution.

In order to make the curriculum effective it is important that in each field in which major work is offered there should be at least two full-time faculty members not offering work in other fields. At least one of the two should be of professorial rank and should have training equivalent to the Ph.D.

It is also desirable that the size of the classes and the teaching load of the individual instructor be such as to promote effective teaching and productive scholarship.

VIII. *Library*

It cannot be too strongly urged that the library is the heart of any higher educational institution. The very first consideration is

the degree to which the books it possesses support and supplement the instruction it offers and the extent to which both faculty and students actually use such books. The Commission will insist above all else that a college library shall not be a repository. The modern college cannot justify itself without a library which gives evidence of constant and productive use.

In consideration of the library, emphasis will be placed on the policy regarding the accession and discard of books, on the usefulness and scope of the reference and general collection and periodicals, on the accessibility and usefulness of the book collection, and on the amount and the apportionment of money budgeted for library purposes. Figures showing the extent to which the library is used are important. It is assumed that the librarian and members of his staff will have specific professional training. The librarian should have faculty rank and broad authority in the expenditure of funds for library purposes.

IX. Laboratories

A college must house its laboratories for instruction in science adequately and provide the equipment and apparatus for instructional, experimental, and research work in science, but it is to be recognized that equipment and elaborate laboratory housing will not themselves assure productive work in the basic sciences. An atmosphere of genuine interest in science must be created and the work must be predicated upon the zeal of instructors and students in the subjects of study rather than upon the mere acquisition of a given number of semester hours of credit to meet an arbitrary curricular requirement. Given appropriately equipped and housed laboratories any college undertaking instruction in science must expect to secure the services of teachers possessed of a genuine scientific spirit and outlook as well as thorough training and experience.

X. Graduation

The requirement for the bachelor's degree should be not fewer than 120 or more than 140 semester hours of work or the equivalent on the college level based upon full matriculation. Qualitative as well as quantitative standards for graduation are desirable. All institutions will be expected to state their residence requirements and the limit set on the amount of credit applicable toward a degree for off-campus extension courses and for correspondence or home study

work. Faithfulness in the administration of the announced requirements for graduation is always expected.

XI. The Catalogue

The catalogue, an institution's chief medium for communication with the public, should be written in clear, concise English, and be carefully edited.

The catalogue should include a full roster of the faculty showing earned degrees, the institutions granting them and the dates of the degrees, a statement of entrance requirements, graduation requirements, and a description of all courses to be offered during the year for which the catalogue is issued. Courses given in rotation should be clearly indicated. The practice of listing a number of courses to be given on demand is to be discouraged. Whenever possible, each department should announce the names of all who give instruction in the department and the instructor of each course should be indicated.

An institution should print a roster of its students either in the catalogue or published separately.

The catalogue is an official, authoritative statement of the purpose of the college, and therefore should not be in the nature of a prospectus. Material designed primarily for publicity purposes should be published separately.

XII. Professional Schools

The Commission believes that professional schools associated with institutions seeking its approval should in all cases meet the standards of their respective national accrediting agencies. The connection of an unapproved professional school with an institution of higher education will weigh heavily against the accreditation of that institution.

XIII. Graduate Work

Graduate instruction should be offered only by institutions with adequate resources. In general, it is desirable for graduate courses to be separately organized, separately administered, separately taught. Credit hours accumulated beyond the requirement for a bachelor's degree will not be regarded as graduate work. Courses in an undergraduate curriculum should not be applied toward an advanced degree. Nothing in this paragraph should be construed to prevent the enrollment in graduate courses of properly qualified undergraduates.

XIV. *Student Activities*

The cultural, social, and physical advantages of a well-regulated program of student activities are an important part of a sound educational plan. Facilities for participation in this program should be available to all members of the student body and every student should be encouraged to participate in some phase of this program.

The professionalizing of intercollegiate athletics inevitably works to the detriment of any well-planned activity program. The subsidizing of students for participation in intercollegiate contests is condemned.

XV. *Administration*

A sound instructional program can operate effectively only when supported by a competent administration and an alert, interested board of trustees. Consequently, attention will be given to the manner in which the administration operates, to its responsiveness to institutional needs, and to its efforts to appraise its own effectiveness and that of the institution. Specifically, the administration should hold itself responsible for the efficient operation of the admissions, registrar's and bursar's office, and the library, and is expected to provide health, guidance, and placement services for the students.

Consideration will be given to the provision a college makes for salaries and for retirement allowances, and to its practice and announced policy in maintaining security of tenure.

The functions of trustees, faculty, and the staff administrative officers should be clearly and formally defined. Once defined, the duties of any individual member of the administration should not be subject to arbitrary or sudden change or interference by the trustees, faculty or other members of the administration.

XVI. *Finances*

The satisfactory realization of the general standards here outlined is predicated upon a sound financial structure. Resources adequate for the accomplishment of announced purposes must be available, and current income must be such as to enable the institution to carry on its work without embarrassment. The Commission does not fix definite required items of resources and endowment, but believes that no college program can be long sustained successfully unless the income from student fees is supplemented by other income. A reasonable measure of financial independence, such as that secured

by endowment funds, is essential to the continued success of any college.

In examining the financial condition of an institution, consideration will be given to the income available for educational purposes and to the manner in which that income is expended. An institution is expected to operate on a budget prepared in accordance with the best financial and educational practice and to issue an annual financial statement, audited by a properly qualified outside agency, giving a clear and accurate picture of its financial status. Attention will be given to the relative amounts expended for instruction, administration, maintenance, equipment and supplies, library, and student activities.

The business management of the institution should be under the care of a responsible, trained financial officer, charged with the preparation and supervision of the budget.

XVII. Buildings and Grounds

A college must have a physical plant designed to aid in the accomplishment of its purposes. The educative value of college environment is not to be overlooked. Buildings and grounds should not merely be adequate; they should clearly lend the aid to a college program which comes from attractive surroundings, from decent and presentable architecture, and from good housekeeping, all the way from the boiler room to the president's office. The physical plant should also be designed to promote the health, the recreation, and the personal welfare of faculty and students. The Commission will not measure classrooms and laboratories and dictate procedures in the care and administration of dormitories, but will expect adequate facilities for the orderly conduct of all types of instruction and the hygienic surroundings which are demanded in modern civilization. The physical plant must fit the purposes of the individual institution and be maintained in an order which gives evidence that it is possible for those purposes to be accomplished.

XVIII. Special Considerations Applicable to the Accreditation of Junior Colleges, Teachers Colleges, and Engineering Schools.

A. The Junior College

The principles and standards established for accrediting colleges, with the exception of those relating to length of course, quantitative graduation requirements and degrees, apply with equal force to

institutions seeking approval as junior colleges. The Commission will recognize two types of institutions: first, those which offer a four-year course, organized in an administrative unit, covering the last two years on the secondary level and the first two years on the college level; second, those which offer a two-year course, organized as a separate administrative unit, on the college level. In either event the two-year course on the higher level must be based upon the completion of an approved four-year secondary school course or the equivalent, and must be of distinctly college character and quality. The two-year course on the upper level may be devoted solely to work in liberal arts and sciences, or to such work coupled with curricula in semi-professional and vocational fields, terminal in character, or may be devoted entirely to such terminal courses.

B. The Teachers College

The application of a teachers college for accreditation will be evaluated in terms of all the above principles and standards. Certain additional factors, however, will also be considered which are distinctively applicable to a teachers college, such as laboratory schools and the appropriate facilities for the effective administration of such schools.

C. The Engineering School

Any engineering school to be considered for inclusion in the accepted list of the Middle States Association must first present evidence of its recognition by the Engineering Council for Professional Development. Such an institution will then be evaluated in the terms of the foregoing standards.

General Considerations

After visitation and inspection and appraisal by recognized objective standards, a college seeking approval will be judged by the total effect it produces upon the Commission's representatives, upon its own immediate public, and upon the entire fraternity of educational institutions. Close articulation and cooperation of official board, administrative officers, and instructional staff will be expected. Freedom of teaching must prevail. Students should be industrious and eager and loyal to the institution. The atmosphere of the entire enterprise should be wholesome and promising. The sum of all

factors should give the total impression of honest effort and productive result.

(Motion duly made, seconded, and carried to accept the report of the Commission on Institutions of Higher Education and to adopt the revised Principles and Standards for Accrediting Institutions of Higher Education.)

REPORT OF THE COMMISSION ON SECONDARY
SCHOOLS

E. D. GRIZZELL, *Chairman*

The work of the Commission on Secondary Schools has included, as usual, three major types of activities: (1) the preparation of the List of Accredited Secondary Schools; (2) tabulation of cumulative college freshman records; and (3) administration of the program of evaluation under the New Plan.

The preparation of the List of Accredited Secondary Schools has required the usual central office and state committee work necessary to provide the Commission with information concerning each school applying for accreditation. Twenty-two new schools and 132 old schools, a total of 154 schools, were considered; 14 new schools and 118 old schools, a total of 132 schools, were accredited. The List of Accredited Secondary Schools for 1942 will contain a total of 711 schools. The data available for judging the character and efficiency of each school were secured almost entirely from the evaluation reports and it is the opinion of the Commission that such data are superior in every way to the kind of information provided in the old general report blanks.

Table I contains the names of new schools, and Table II presents an analysis of the schools considered and accredited.

The excessive demands placed upon the central office in the administration of the new program have tended to delay the official communications to schools. This year a special effort is being made to have these communications ready for mailing before January 15. In the case of new schools, a preliminary letter was sent immediately following the annual meeting of the Commission, to each new school applying for accreditation. This letter merely indicated whether the school had been accredited. An official communication stating the Commission's action and recommendations will be sent within a month.

The freshman standings from higher institutions are being received in increasing numbers. An effort is made to keep the school summaries up-to-date. These summaries are used as a part of the evidence in judging the efficiency of the school. Copies will be sent to the school if requested by the principal. It should be observed,

however, that these records are not complete, and the Commission is of the opinion that each school should try to secure similar data from all other post-secondary schools to which students may have gone. Such information should be the basis for developing better school and college relations.

The evaluation program under the new plan has increased very considerably the work of the Commission on Secondary Schools. Previous to the adoption of the new plan approximately fifty individuals annually participated in the work of the Commission. This number included the members of the Commission, the members of the several state committees and the special visitors varying in number from year to year, but probably never more than fifteen in all. During the academic year 1940-41, in addition to the members of the Commission and state committees, 1000 representatives of schools, colleges, state departments, and other agencies participated as members of evaluation committees in more than 100 schools throughout the Middle States. With the exception of the field representative who is on half-time salary this extensive committee service is free and voluntary. If to this number were added the staff members of the schools who in all instances carried on a complete self-evaluation, the educational workers cooperating in the program for the evaluation of secondary schools as sponsored by the Middle States Association would total several thousand.

Table III shows the number of schools evaluated under the new plan since its adoption and including schools scheduled for evaluation in 1941-42.

The graphic reports as well as the chairmen's general reports have all been prepared in the central office and distributed to the schools. This special service has increased the technical and clerical work of the office. Dr. R. D. Matthews, Executive Secretary, has been chiefly responsible for the efficient administration of these activities as well as for the coordination of the work of the state committees in the consideration of the data upon which schools are considered and recommended for accreditation.

The advisory and consultant service to schools in connection with their preparation for self-evaluation and in the planning of improvement programs based upon the final reports of evaluation committees is being called for by an increasing number of schools. A special bulletin is being prepared with suggestions for the most effective use

of the findings of the evaluation reports. This bulletin when published will be made available to all member schools with the evaluation report.

In the meantime it is hoped that the schools will confer with representatives of state departments and nearby colleges and universities. Some higher institutions have established Service Bureaus or Service Centers at which advisory and consultant service may be secured.

The Committee for the Cooperative Study is greatly concerned that all agencies using the *Evaluative Criteria* shall cooperate in every way possible in studying the effectiveness of this instrument for school evaluation. The Commission has been cooperating in a nation-wide study of the reliability of committee evaluations. Several of our member schools have cooperated by permitting two committees to operate at the same time. It is hoped that this study may test the effectiveness of this aspect of the evaluation procedure. Other nation-wide investigations of the use of the procedures are being carried on systematically by questionnaire. The first of these studies will be reported in a forthcoming Bulletin of the National Association of Secondary School Principals.

The Commission on Secondary Schools is greatly indebted to the hundreds of busy schoolmen and women, college and university staff members, state department representatives and others who have given liberally of their time and energy in school evaluations. It is hoped that the experience of studying with their committee associates the secondary school in action may in some measure justify this free professional service. As chairman of the Commission I desire to record again my appreciation of the exceptional services of our Executive Secretary, Field Representative, and the several state committees without whose enthusiastic cooperation the present program of the Commission would be impossible.

(Motion duly made, seconded, and carried to accept the report of the Commission on Secondary Schools.)

TABLE I
NEW SCHOOLS ACCREDITED NOVEMBER 1941

DELAWARE

None.

DISTRICT OF COLUMBIA

Maret School, 2118 Kalorama Road, Washington.

MARYLAND

*Baltimore Public High School:*Baltimore City College, 33d Street and the Alameda, Baltimore.
Oldfields School, Glencoe.

Towson High School, Towson, Baltimore.

NEW JERSEY

Jamesburg High School, Jamesburg.

Jonathan Dayton Regional High School, Springfield.

NEW YORK

Millbrook School for Boys, Millbrook.

Saint Joseph's Normal Institute, Barrytown.

Scarsdale High School, Scarsdale.

PENNSYLVANIA

Cecilian Academy, 144 West Carpenters Lane, Mount Airy, Philadelphia.

Moravian Seminary for Women, 87 West Church Street, Bethlehem.
North Wales High School, North Wales.*Philadelphia Public High School:*South Philadelphia High School for Girls, 2101 South Broad
Street, Philadelphia.

Waynesboro High School, Waynesboro.

TABLE II
ANALYSIS OF ACCREDITED SECONDARY SCHOOLS
JANUARY 1, 1942

	New Schools Considered	New Schools Accredited	New Schools Not Accredited	Old Schools Considered	Old Schools Accredited	Old Schools Dropped	TOTAL Considered	TOTAL Accredited	Old Schools Not Considered Basic List	Dropped for Non-Payment of Fees	TOTAL Schools Accredited on List of January 1, 1942
Delaware	—	—	—	4	4	—	4	4	21	—	25
District of Columbia	1	1	—	5	5	—	6	6	25	—	31
Maryland	3	3	—	15	12	3	18	15	33	—	48
New Jersey	2	2	—	26	24	2	28	26	138	—	164
New York	4	3	1	26	18	8	30	21	142	—	163
Panama Canal Zone	—	—	—	—	—	—	—	—	2	—	2
Pennsylvania	12	5	7	56	55	1	68	60	217	—	277
Europe	—	—	—	—	—	—	—	—	1	—	1
Total	22	14	8	132	118	14	154	132	580	—	711

TABLE III
EVALUATIONS OF SCHOOLS
JANUARY 1, 1942

	OLD SCHOOLS						NEW SCHOOLS			
	Original Cooperative Study	Middle States Assn.					1941-42 planned	1940-41 completed	Of the 1940-41, approved	Approved Nov. 1941 from previous MSA evaluations or State evaluations
		State Depts 1937-41	1939-40	1940-41	1941-42 planned	TOTAL				
Delaware	1	2	4	3	2	12	—	—	—	—
District of Columbia	1	—	2	4	6	13	1	—	—	1
Maryland	2	14	6	4	7	33	2	1	1	2
New Jersey	5	—	8	21	29	63	8	2	2	—
New York	5	—	3	15	22	45	7	3	2	1
Panama Canal Zone	—	—	—	—	—	—	—	—	—	—
Pennsylvania	7	22	16	50	39	134	21	12	5	1
Europe	—	—	—	—	—	—	—	—	—	—
Total	21**	38**	39	97	105	300	39	28	10	4

** Not all of these schools submitted their reports to the Commission.

REPORT ON THE COLLEGE ENTRANCE
EXAMINATION BOARD

Principal CURTIS H. THRELKELD, Columbia High School

In making this report to the Association this morning I wish to first express my appreciation of the opportunity and privilege I have had in serving as your representative on the College Entrance Examination Board for five years. It has been a rich experience for me.

I have a feeling that too few of us have complete and full understanding and appreciation of the purposes, organization, program, and services of the College Entrance Examination Board. Too commonly, I feel, many of us, particularly secondary school people, think of the College Entrance Examination Board as a cloistered agency of some sort which has been set up to dominate, control, and dictate policies and methods of admission to college in an unfeeling, hard-hearted, and inflexible manner. One only has to be a member of this organization a while to become completely disillusioned of such attitudes.

The College Entrance Examination Board is simply a service organization composed of representatives of certain colleges, universities, and secondary schools which, through organized cooperation of its members, concerns itself with the conduct of college entrance examinations and educational problems related thereto. A review of the history of the development of this organization makes one realize how much better it is to have these colleges now working together in an organization for these purposes rather than pursuing their own individual ways as they did before the Board was founded. One needs only to become informed to appreciate how sincerely these institutions concern themselves with articulation between school and college. The various modifications in the plans of admission to colleges by examinations and the tremendous improvement in the examinations themselves are adequate evidence of these developments.

The membership of the College Entrance Examination Board is now sixty-seven, divided as follows: forty-five colleges, universities, and scientific schools, sixteen members representing the secondary schools, and six members at large. Of the sixteen secondary school members, eleven represent three regional associations and five are appointed by the College Entrance Examination Board to serve as

representatives at large. The forty-five institutions of higher learning represented are widely distributed throughout the United States.

The Board functions through its offices in New York City and a highly trained and efficient staff headed by its very capable Executive Secretary, Professor George W. Mullins. The Board maintains several standing committees, a very efficient technical staff, and through these and by means of the two regular meetings each year when all the members are present determines its policies and program.

I am refraining from bringing you today any detailed report of the activities of the Board because of lack of time and also because of a desire to make this emphasis on the purposes, organization, and practices of the Board. It is important to note, however, certain trends in the examination program. The Board's services are being used by an increasing number of schools and colleges. Increasing flexibility of the examining program of the Board has resulted in a tremendous increase in the variety, kind, and use of its tests and examinations. While the number of candidates taking the June subject-matter examinations has been decreasing since 1931 due mainly to the shift from the admission of candidates from Plan A to Plan B and the discontinuance of certain "unit" examinations taken mainly by preliminary candidates, there has been a marked increase in the use of the Scholastic Aptitude Test and the April tests. Approximately 11,000 candidates took the April tests last year.

For complete and detailed information concerning the program and activities of the Board, I would recommend that each member of this Association familiarize himself or herself with the annual reports of the Board and its many other publications. I especially desire to call the attention of the secondary school members of this Association to the Annual Handbook of the College Entrance Examination Board describing the terms of admission to the member colleges. This handbook was first published in 1941 and a revised 1942 edition will appear shortly. This publication can be of great use in the guidance program of schools.

In closing this report I should like to leave one thought that might lead to further improvement in the relationships between colleges and secondary schools which are served by the College Entrance Examination Board and between this Association and the Board. There are five secondary school representatives of this Association on the College Entrance Examination Board and, as I pointed out earlier

in this report, a total of sixteen of the sixty-seven members of the Board are representatives of secondary schools. Each of us is received with the utmost hospitality at the meetings of the Board and our ideas, suggestions, and counsel are sought and given sincere and thoughtful consideration. Unfortunately, however, it seems to me that we don't represent anyone but ourselves and perhaps our own particular schools. No formal means have been set up by this Association through which its representatives on the Board receive any suggestions, instructions, counsel, or advice from the Association or its members. The representatives of the member colleges of the Board do have such help from their own faculties and represent the interests of their constituencies so much more satisfactorily than do we represent you. I am sure that the College Entrance Examination Board is more than anxious to promote closer relationships with this and the other associations whose representatives they receive so cordially. I would wish that our Association might avail itself of this opportunity to see that its interests and the interests of the several schools and colleges represented in our membership are more definitely and adequately represented than they now are. I am sure that such would serve to improve the articulation between schools and colleges and would tend to integrate more closely the various influences existing in the areas of secondary and higher education.

Again let me thank you for the rare personal privilege I have had in serving as your representative on the College Entrance Examination Board.

(Motion duly made, seconded, and carried to accept the report and to refer the suggestions contained therein to the Executive Committee of the Association.)

REPORT OF THE COMMITTEE ON THE UNIFORM
COLLEGE ENTRANCE BLANKFLOYD E. HARSHMAN, *Chairman*(Presented by Principal T. BAYARD BEATTY in the Chairman's
absence)

Your special committee on the Uniform College Entrance Blank
begs to submit its final report.

Our Association was represented at the meeting of the national
committee held in Chicago on April 14 and 15, at which time the
matter of a uniform college entrance blank was considered for the
country at large. The committee which met in Chicago was com-
posed of the following:

T. Bayard Beatty, Principal, Radnor High School, Wayne,
Pennsylvania

Ira M. Brock, Principal, Arthur Hill High School, Saginaw,
Michigan

A. J. Brumbaugh, University of Chicago, Chicago, Illinois

Millard Gladfelter, Temple University, Philadelphia, Pennsylv-
vania

Floyd E. Harshman, Principal, High School, Nutley, New Jersey

M. E. Ligon, University of Kentucky, Lexington, Kentucky

E. C. Marriner, Colby College, Waterville, Maine

Raymond D. Meade, Principal, Bloom Township High School,
Chicago Heights, Illinois

Karl G. Miller, University of Pennsylvania, Philadelphia, Penn-
sylvania

Wilfred H. Ringer, Headmaster, High School, Brookline, Massa-
chusetts

John W. Rothney, University of Wisconsin, Madison, Wisconsin

Eugene R. Smith, Headmaster, Beaver Country Day School,
Chestnut Hill, Massachusetts

Theodore Q. Srygley, Principal, High School, Port Arthur,
Texas

E. G. Williamson, University of Minnesota, Minneapolis, Min-
nesota

Paul E. Elicker, Executive Secretary, National Association of
Secondary-School Principals (ex officio)

The blank which the committee agreed upon is finally in your hands and consists of the gridiron sheet which is a new departure in the reporting of the class record and test record by the secondary school. The personality record is also new and includes the considerations which are believed to be essential by a great number of institutions throughout the country.

Your committee recommends that both the secondary school record, or gridiron sheet, and the personality record be made a part of the record required by the colleges in the Middle States Association. This is in line with the recommendation which is being made to other accrediting associations in the United States. The adoption of such a record will permit the secondary schools to keep a system of records which will enable them to give the best information to the colleges. It will simplify the work of the secondary school offices and will assure the colleges of securing authentic information. If the colleges in our Association will take this step, it will be a move in the direction of fuller and better cooperation than has existed heretofore. Already the University of New Hampshire has adopted this blank and many other institutions have signified their intention of using it. We are gratified by this immediate response and hope that similar results will be reported increasingly.

The National Office of the Department of Secondary-School Principals has copyrighted this blank and we have been assured that this copyright is for the purpose of preventing commercial concerns from duplicating the blank for sale. However, it is meant in no wise to hamper the colleges in their use of the blank, or in their printing it as a part of their college folder. Permission will be granted to use the blank, in whole or in part, as soon as the request is made.

May I offer this resolution for your consideration:

First, that the Middle States Association approves the Uniform College Entrance Blank as presented and favors its adoption by member-institutions,

Second, that the special committee on the Uniform College Entrance Blank be now discharged since its work has terminated.

(Motion duly made, seconded and carried that the Middle States Association approves the Uniform College Entrance Blank as presented and favors its adoption by member institutions.) (Motion duly made, seconded and carried that the special committee on the

College Entrance Blank be discharged with thanks since its work has terminated.)

REPORT OF THE NOMINATING COMMITTEE

Principal Leslie B. Seely presented nominations for the Officers, Executive Committee, and Commissions for the coming year. There were no nominations from the floor and the Secretary was instructed to cast a ballot for their election. The list of Officers, Committees, and Commissions is to be found on earlier pages of this publication.

Following the election, the Chairman of the Nominating Committee presented a supplementary report as follows:

Dr. Seely: The Nominating Committee would like to call the following circumstances to the attention of the full membership of the Association. Mr. Stanley Yarnall, who is retiring as Treasurer of the Association, was elected to that office in 1910, and since that time has faithfully served this body and is at the present time terminating his official connection as Treasurer of the Association.

We would also like to call attention of the membership of the Association to the fact that Provost George William McClelland of the University of Pennsylvania, having been elected Secretary of the Association in November 1912, and having served as Secretary for more than twenty-six years, and then as President of the Association for the year 1939-40 and as a member of the Executive Committee for the year 1940-41, has terminated his official connection after twenty-nine years of service to the Association.

Now, although the Constitution of the Association states that honorary members may be elected by the Executive Committee, the circumstances surrounding this occasion seem to be so unusual that the Nominating Committee begs that it may be allowed to present the names of these two men who have served so long and faithfully for life membership in the Association.

President Breed: I should be most happy to entertain a motion that Mr. Stanley R. Yarnall and Dr. George William McClelland be elected life members of the Association.

Member: I move we elect them with a standing vote.

(Motion carried by acclamation as members arose.)

MORNING SESSION

FRIDAY, NOVEMBER 21, 1941

EDUCATION AND INTERNATIONAL WELFARE

GEORGE F. ZOOK, *President*, American Council on Education

(Presented by Dr. CLARENCE S. MARSH, *Vice-President*, American Council on Education, in Dr. ZOOK's absence)

"The tragedy of our times," declared a French publicist a short time before the present war broke out, "is that we are citizens of the world and do not know it." That warning should go home to the colleges with a thud. Because it is in the laboratories of the colleges and universities that men and women have learned how to make rubber tires that will carry one across several states in a day; how to devise a telephone system that reaches to the four corners of the world; how to set up a radio system that enables one to listen in succession to London, Berlin, Rome, Moscow, Ankara, Batavia, and Manila; and how to have breakfast in New York on one day and dinner in Lisbon the next. In a word it is the implications of science—the science that is taught in the laboratories of the colleges and universities represented at this meeting—with which we have to deal. Whether we like it or not, science has condemned us—no, you really do not wish me to say that; rather science has opened up the resources of the world as the inheritance of all of us and made it possible for us all to live as one great family, sharing with one another the blessings with which God has so freely endowed this planet, if we will—if we will.

It is therefore not merely life in the community, life in the state, not even life in our country for which one prepares in schools and colleges, but for life and citizenship in the world. The French didn't wake up to this hard fact until it was too late. The British didn't see it until Dunkirk. Out of the crucible of public discussion it is only beginning to dawn on us. Let us hope it is not "too little and too late."

I believe this war was brought on by Germans, Frenchmen, Englishmen, and Americans, including those who opposed the League of Nations, who did not know that we are citizens of the world. I believe that it is going to be some time yet before we realize that we

are citizens of the world. Indeed I believe that millions of individual Germans, Frenchmen, Englishmen, Italians, Japanese, and Americans are going to have to learn their bitter lesson through the age-old method of painful suffering and sacrifice before they fully appreciate that they are citizens of the world with all the implications which pertain thereto.

We are now apparently very close to war. Why? Not merely because we "cannot do business with Hitler" but because the totalitarian way of life, with its crucifixion of individual freedom, its absurd doctrine of a master race, its worship of force, and its sneering rejection of democracy, is not our way.

Our government was based on a set of individual freedoms wrought from hard experience which guarantee to us and our fellow citizens freedom of the press, of worship, of speech, and of assembly.

For the principles of freedom and self-government from the beginning of time men have fought and died. If you have forgotten this fact listen to what Carl Sandburg has to say:

"I was a boy when I heard these three red words a thousand
Frenchmen died in the streets for Liberty, Equality,
Fraternity—I asked why men die for words.

"I was older; men with mustaches, sideburns, lilacs, told me
The high golden words are: Mother, Home and Heaven—
Older men with face decorations said: God, Duty, Immortality.

"Years ticked off their say-so on the great clocks of doom and
damnation, soup and nuts; meteors flashed their say-so:
And out of Great Russia came three dusky syllables workmen
took guns and went out to die for: Bread, Peace, Land.

"And I met a Marine of the U. S. A., a leatherneck with a girl
On his knee for a memory in ports circling the earth and he said:
Tell me how to say three things and I always get by—gimme
a plate of ham and eggs,—how much?—do you love me
kid?"

Once more in the long span of history the freedoms are at stake close to our very doors. When that is the case we may well heed the warning of that farseeing British liberal, Harold Laski, who a few months ago declared, "The last epoch has shown conclusively that democracies and dictatorships cannot live side by side, and that

dictatorships are bound to try and solve domestic grievances by aggression." There may have been illustrations of democracies and dictatorships living in peace even in the recent past when time, the oceans, language and different cultures really separated peoples from one another, but not in this modern world where all peoples live "side by side."

I do not believe, therefore, that there can be any peace in this modern world until Hitler and all he stands for is defeated. Indeed it would seem to follow that there can be no peace in the world until the blessings of democratic government dominate the thought and practice of all the great peoples of the world. And when I say this I do not wish to imply that Secretary Knox was correct when a few weeks ago he stated that once the Rome-Berlin-Tokyo Axis is broken, the United States and Great Britain will dominate the world for the next 100 years. True world democracy does not mean world domination by anyone, including ourselves. It means to live and to let live on the basis of fraternity and helpfulness among nations.

If then the schools and colleges are to prepare citizens of the world as it will be after Hitler, it seems pertinent indeed to inquire what the world is to be like. Ah, now we are stripped of our hypocrisy and wishful thinking! After catching a little of the vision in 1917-18 we have had our heads buried in the sands almost to this very day, so that even now we have all too little in the way of constructive thought and planning to offer on the subject of future world organization. In some respects we are nowhere near so far along in our thinking as we were prior to the last war. Well do I remember as a graduate student at Cornell University six or seven years before the World War broke out, the ardent search which was going on among members of the faculty and serious students as to how, through world organization, war could be avoided. Later, as a college teacher, I watched men like G. Lowes Dickinson tour the colleges and universities of the country pleading for a world organization to include all nations. We were all fired with an ideal which was crystallized through the suffering of the World War into the League of Nations. Well, the League is gone now. It was my privilege to sit as a delegate in one of the last meetings held in that shiny white building on the shores of Lake Geneva, but whose rooms and halls were already almost empty before the impending tragedy. I do not know what the answer is in 1941, but I think I know that until it is

forged in the minds of men of goodwill and vision, such as we have in our universities and colleges, and until it is nurtured, examined critically, and talked about endlessly, on every college campus from one end of the country to the other, it will never take on those practical aspects and that dynamic faith which are necessary to the success of every great ideal in life.

Already, however, we are beginning to see a little daylight ahead, and as might have been expected, had we thought about it, we return to the lessons of hard won experience as illustrated in the foundation of our government, namely, the rights and freedoms guaranteed to individuals in the first ten amendments to our Constitution as a model for the whole world to follow in solving the problem of world peace and organization in 1941 and thereafter. For again it is becoming clear that it is the welfare of the individual, whether he be French, Polish, British, German, Chinese, or American that must be our common concern. From bitter experience we are at last learning that wherever the rights of individuals in any corner of the world are trampled on, and individuals are not permitted to enjoy the economic and cultural privileges which the modern world plainly affords there is bound to be revolt which sooner or later draws all the rest of us into the vortex of destruction. For our own safety therefore, as well as in the interests of justice, we must identify and work for the realization of the rights of individuals not only in our own country but throughout the world.

Obviously these rights include those which 150 years ago found eloquent expression in the first ten amendments to our Constitution. But as the world has moved ahead with quickened pace other rights, particularly in the realm of social justice, are among those which now loom large in the aspirations of men and women everywhere. Suppose then we start out in the consideration of our great task by considering what might be contained in a declaration of the fundamental and inalienable rights of the citizens of the world in 1941 and then implement these rights with whatever world organization proves necessary. Fortunately we have such a statement at hand. H. G. Wells's version of a Declaration of Rights for citizens of the world is as follows:

- "1. *Right to Live.* Every man is a joint inheritor of all the natural resources and of the powers, inventions, and possibilities accumulated by our forerunners.

- "2. *Protection of Minors.* The natural and rightful guardians of those who are not of age to protect themselves are their parents. In default of such parental protection in whole or in part, the community, having due regard to the family traditions of the child, shall accept or provide alternate guardians.
- "3. *Duty to the Community.* It is the duty of every man not only to respect but to uphold and to advance the rights of all other men throughout the world. . . .
- "4. *Right to Knowledge.* It is the duty of the community to equip every man with sufficient education to enable him to be as useful and interested a citizen as his capacity allows. . . .
- "5. *Freedom of Thought and Worship.* Every man has a right to the utmost freedom of expression, discussion, association, and worship.
- "6. *Right to Work.* Subject to the needs of the community, a man may engage in any lawful occupation, earning such pay as the contribution that his work makes to the welfare of the community may justify. . . .
- "7. *Right in Personal Property.* In the enjoyment of his personal property, lawfully possessed, a man is entitled to protection from public or private violence, deprivation, compulsion, intimidation.
- "8. *Freedom of Movement.* A man may move freely about the world at his own expense. His private dwelling, however . . . may be entered only with his consent or by a legally qualified person empowered with a warrant as the law may direct. . . .
- "9. *Personal Liberty.* A man . . . shall not be restrained for more than twenty-four hours without being charged with a definite offense, nor imprisoned for more than three months without a trial. . . .
- "10. *Freedom from Violence.* No man shall be subjected to any sort of mutilation except with his own deliberate consent, freely given, nor to forcible handling, except in restraint of his own violence, nor to torture, beating, or any other physical ill treatment.
- "11. *Right of Lawmaking.* . . . No law, conventional or administrative, shall be binding on any man . . . unless it has been made openly with the active or tacit acquiescence of every adult citizen concerned, given either by direct majority vote of the community affected, or by majority vote of its representatives publicly elected."

But perhaps you would prefer an American version of the basic rights of world citizens. Here is one from my good friend, that battler for righteousness in government, Charles E. Merriam, Professor Emeritus from the University of Chicago. It is short and to the point:

"The right to a job at a fair wage;
The right to an education;
The right to food, clothing, health;
The right to housing of a human type;
The right to leisure, to recreation, and to cultural opportunities;
The right to security within the framework of national production, against accident, disease, unemployment, old age."

Shorter still is the statement of the Four Freedoms made by our President not long ago:

1. Freedom of speech and expression
2. Freedom of every person to worship God in his own way
3. Freedom from want
4. Freedom from fear.

These are fundamental and inalienable rights of the individual in the world of today anywhere and everywhere. Some of these days—soon we hope—the framework of a possible world organization will arise out of the ashes of the present conflict. It will be based on these eternal principles in a solemn international agreement and supported by the sacrifices and yearnings of the peoples of all the world. Here is an example out of a thousand of what it will mean to individual world citizens. "The trend of events and the trend of ideas," declared Mr. H. D. Henderson in a recent pamphlet entitled *Colonies and Raw Materials*, "are both working to convert the white man's burden into a reality. . . . It is clear that the only condition on which a people can justify its existence as a colonial power is its readiness to spend money as well as energy to supply social services and to aid that type of economic development most suited to the interests of the governed." That statement, coming from a responsible British official is, my friends, like a breath of fresh air in the realm of world affairs; and incidentally, I believe, it is in the spirit of our treatment of the Philippines these many years.

Obviously an international declaration of rights will place important limitations on the sovereignty of nations and raise anew the problem of enforcement. What will be the structure of the enforcement program, including world courts and military provisions, I shall

not allow myself to speculate on. They will be difficult enough—even more difficult than in 1918—and they will be essential to the success of any world organization, but they are not everything.

It is to be remembered that we are looking forward to a democratic world. Back of every effort in democratic government, whether on a national or international basis, there must be an informed public opinion. In a statement issued in April of this year the Commission to Study the Organization of Peace, James T. Shotwell, Chairman, declared "Recognizing the free interchange of ideas and knowledge between peoples is necessary to the advancement of civilization. We will work toward the furtherance of international understanding through these means." Indeed as Professor Walter M. Kotschnig pointed out recently, "to neglect education (at the end of the war) would be suicidal negligence."

Therefore in the structure of the future world organization there will be no more important provision than that which deals with freedom of communication and the right of world citizens to education. In contrast with the shabby provision made by the League of Nations for the International Committee on Intellectual Cooperation during the twenty years of its existence, there must be a body comparable in strength to the International Labour Organization which will correlate the work of the numerous international educational, cultural and scientific bodies, which will facilitate the extension of educational advantages to backward countries, and which will promote an understanding of world problems through all the agencies of education everywhere.

In the meantime it is incumbent upon us as educators in the United States to set an example by instituting measures for the better understanding of the culture and problems of other peoples who live "side by side" us in the shrinking modern world. Fortunately we are instituting such a program on an extensive basis with our neighbors to the south of us through the Coordinator of Inter-American Affairs. I believe these contacts with Latin America are extremely important, else I should not have asked to be excused from personal appearance on this program to participate in the conference of National Committees on International Intellectual Cooperation which is meeting in Havana at this same time. Similar contacts with the Orient are equally important. It would be extremely desirable, for example, to have a series of teaching materials setting forth the life and culture

of the Orient for use in the American schools. I hope that something to that end may be undertaken in the early future. *International Understanding Through the Public School Curriculum*, the thirty-sixth Yearbook of the National Society for the Study of Education, is a very useful introduction to this entire subject.

As a part of this program in preparing citizens of the world, as well as our own country, American schools and colleges must necessarily devote themselves to the implementation of those universal rights which are the common heritage of world citizens, no matter in what corner of the world they may happen to be. I refer of course to such things as jobs, food, clothing, health, housing, social security, natural resources, property, leisure and cultural opportunities, as well as to freedom of speech, religion, and assembly; in other words, the rights which H. G. Wells and Charles E. Merriam declare to be fundamental for the welfare of world citizens and hence to world peace.

Such a curriculum is going to require both imagination and courage on the part of those who are in charge of our institutions of higher education. In other words, a college, the same as any other social institution, must always serve the age in which it lives. That our colleges and universities have been deficient at times of national stress in the past has been no better stated than by Adam Smith, a great economist but also no mean educator, in his book *The Wealth of Nations*. One hundred sixty-five years ago said he "the improvements which in modern times have been made in several branches of philosophy have not, the greater part of them, been made in universities, though some no doubt have. The greater part of universities have not been very forward to adopt those improvements after they were made; and several of those learned societies have chosen to remain for a long time the sanctuaries in which exploded systems and obsolete prejudices found shelter and protection, after they had been hunted out in every corner of the world. In general, the richest and best endowed universities have been slowest in adopting those improvements, and the most averse to permit any considerable changes in the established plan of education. Those improvements were more easily introduced into some of the poorer universities, in which the teachers, depending upon their reputation for the greater part of their subsistence, were obliged to pay more attention to the current opinions of the world."

But we do not need to go to history for our examples. Count Sforza recently declared before the Association of American Colleges in Pasadena that the first line of defense which failed the French in June a year ago was not the Maginot Line. "What failed much before was French higher education." It was static. It was no longer dynamic. It had indeed ceased to serve the age in which it lived.

Well, if Mr. Adam Smith was right about the British Universities of the 18th Century—and certainly he was—and if Count Sforza was right about French higher education only eighteen months ago, it behooves us as college men and women to submit our institutions to the most critical review, holding fast to that which is good and adapting them to the changing needs of the times.

And in whatever we do it is well to remember that the responsibility does not rest on us oldsters alone. As a young man Elihu pointed out to Job and his bearded friends the fact that it is not always given to the oldsters to see "the bright light which is in the clouds." Rather the vision often comes to those who are not yet weighted down with the cares of the world and have not yet grown cynical with age. Youth therefore, now as always, may well share with civic leaders and teachers responsibility to participate in the making of the new world and in the educational program necessary to train citizens to live in that new world.

EDUCATION AND THE PRESENT EMERGENCY

RAYMOND WALTERS, *President*, University of Cincinnati

I can not adequately express the pleasure I feel in my privilege of addressing you this morning. It is good to greet old friends, you who for many years have carried on the individual educational work of the Middle Atlantic States in your schools and colleges and the joint educational work of these states by means of this admirable Association. It is fine also to see many new faces; you who are coming forward to bear present and future burdens. To you younger workers I shall try especially to appeal in my talk; the veterans will quite understand why.

We of the educational profession are much given to talk. Keeping our sense of humor, we ought to laugh at ourselves for that and to realize how audacious a thing it is to talk, to give public expression to our ideas. I am trying to take this into full account as I speak.

But actually, rather than being apologetic, it seems to me we should be proud of the endless discussion of ideas that goes on in sessions such as this. Here is freedom to present new projects, to defend old ways, to bind together the old and the new. European systems of centralized control may have been more efficient for certain objectives (some of them sadly illustrated today); but, with all its fumbblings and follies, the American educational procedure has permitted the trial and error method by individuals and groups, has encouraged the presentation of results, has granted the freedom of speech for which our forefathers struggled and sacrificed.

In accordance with this great tradition I shall put forward my thought upon a topic which the Association officers have assigned to me: "Education and the Present Emergency."

I.

Has education thus far fulfilled its obligations to society? This question was asked in most friendly fashion by one of America's leading industrialists at the recent 75th anniversary program at Lehigh University. There was a deep implication in the query, since it followed a comment upon the warring state of the world and the unsettled economic condition of the United States.

The answer we in the profession would give to the broad question is frank and unequivocal: No, education has not fulfilled its obliga-

tions to society. But, following the confession *Peccavi*, we would immediately maintain that the implication of such enormous consequences is too flattering.

To tie up the shortcomings of American education with the condition of the nation and of the world is a *non sequitur* which is obvious if we ponder shortcomings of other elements in society such as politics, statesmanship, industry and business. Each of these elements has a more direct impact upon the world of affairs than does education. Isn't it true that, as any element is one factor only in a large number of factors, the blame—if blame there must be—falls upon many,—including education.

We in education should be sternly self-critical. In the light of our theme, Education and the Present Emergency, let us look at some of the shortcomings with which education has been charged.

There is the charge that confusion exists in American education, particularly in colleges and universities. These chaos critics have substitute formulas which they put forth with enthusiasm. Personally I like some of their plans and sincerely wish them all success. But, as an advocate and a participant in educational experiment myself, I suggest that the test of all experiments must be results over a considerable period. Incidentally it is a pleasure to observe that certain Progressive schools holding membership in this Association have voluntarily submitted to precisely this test of time and results.

You remember Kipling's lines:

There are six and sixty ways
Of transcribing tribal lays
And every single one of them is right.

Well, I think there are varied ways of teaching children and youth which possess appeal and validity. Instead of chaos, I believe there are sanity and vigor and promise in the variety of schools, colleges and universities which cover this wide continent endeavoring to minister to youthful millions of diverse racial stock, abilities and ambitions.

There is, however, one shortcoming which prevails widely and which should haunt us until we face it and deal with it: *We do not think deeply enough about our objectives.* While it is quite permissible and indeed desirable to have different programs and varied methods of teaching, the essential thing is that we should meditate upon

and discuss precisely what ends we wish to attain by these programs and methods.

A reference to our present condition was contained in a recent editorial in the *New York Times*. After a summary of the percentage decreases in attendance this fall at American colleges and universities, the editorial concluded:

"Financially the outlook is not bright for institutions dependent on endowments and tuition. It may not be much brighter for those dependent on public appropriations, for the nondefense dollar is shrinking. Educationally the situation has its hopeful side. Higher education, competing for youth in a war market, may be forced to leave its ivory tower and adapt itself more fully to the realities of our common life."

This criticism does not, I am convinced, form an advocacy of mere practicality. It indicates rather what I have suggested: that many of our institutions—schools, colleges and universities—have not sufficiently considered the realities of our common life, the meaning of citizenship and our destiny as a people.

So then this address is a modest attempt at stating afresh and clarifying a few educational objectives of our common life,—immediate objectives for this national emergency and long-run objectives of the era when peace returns.

II.

What contribution can American education make toward the good of the nation right now?

1. I shall present first a schedule of activities now in actual process.

For military defense America must look to scientific and technological training. In this defense chemists, mathematicians and physicists of university faculties are supplying a vital share in the research activities of the National Defense Research Committee under the chairmanship of President Conant of Harvard. Members of medical faculties are represented on the Committee on Medical Research, organized to improve the health of the U. S. Army and Navy. To find not only the top men but valuable minor experts, President Leonard Carmichael of Tufts College has developed a National Roster of Scientific and Specialized Personnel, containing well over 200,000 names. Thousands of the scientists in institutions

of this Association are on this list, some of them in service, all awaiting emergency call.

America's job right now has been defined as forming the arsenal for the fight against Hitler. What contribution toward the arsenal can the university engineering departments and technological colleges and schools make?

Engineering educators are planning and carrying through a program entitled Engineering, Science and Management Defense Training as a committee appointed by U. S. Commissioner of Education Studebaker. Middle States members on this committee include Professor F. L. Bishop of the University of Pittsburgh; President R. E. Doherty of Carnegie Institute of Technology; Dean H. P. Hammond of Pennsylvania State College; President W. O. Hotchkiss of Rensselaer Polytechnic Institute; Dean Thorndike Saville of New York University; and President C. C. Williams of Lehigh University.

It is the judgment of engineering educators that their departments or colleges should be expanded as much as possible, consistent with sound training. In this enterprise they are supported by the new regulations of Selective Service which defer inductment into the Army of engineering, chemistry and certain other scientific students including medical students. But it is the consensus of engineering opinion that it is not wise to permit enormous increases in regular enrollment.

It is considered best, along with good-sized regular classes, to cooperate in the Federal government's short courses for men already in industry, giving them specialized instruction for defense jobs.

The "E. S. & M. D. T. Committee" to which I have referred is the advisory group for 2,300 short courses already set up in 144 engineering colleges, providing for more than 130,000 trainees.

Another valuable contribution which the educational profession is making in the present emergency is the work of the National Committee on Education and Defense under the joint auspices of the American Council on Education and the National Education Association. In the difficult handling of Selective Service in respect to college students, an admirable service is being given by the Subcommittee on Military Affairs of which President Isaiah Bowman of Johns Hopkins University and Dr. Francis J. Brown of New York University are chairman and secretary, respectively. In this committee's presentation of the case for the colleges in the Langer Bill,

an energetic figure has been Dr. Guy E. Snively of the Association of American Colleges.

And while I am mentioning collegiate cooperation it is not gallantry but sheer justice to cite the activities of the Subcommittee on Women in College and Defense, a committee which includes President Meta Glass of Sweet Briar College and Dean Virginia C. Gildersleeve of Barnard College.

Lastly in this category may be added the cooperation which colleges and likewise schools are giving in the program of the Office of Civilian Defense.

2. I turn now to broader ways in which colleges and secondary schools may contribute to national defense in the present emergency.

As to colleges other than technological—both those within a university and those which are independent colleges of arts and sciences—it is obviously unwise to try to turn them into technological or other military-preparedness departments. It would be a poor job, for one thing, and more importantly it would reveal a lack of true values. Lest, as an educational veteran I seem to be the shoemaker crying Hurrah for Leather! let me quote the words of the President of the United States:

"America will always need men and women with college training. *** We must *** redouble our efforts during these critical times to make our schools and colleges render ever more efficient service in support of our cherished democratic institutions." (President Roosevelt to the American College Publicity Association, July 22, 1941.)

(It is of interest, parenthetically, that President Roosevelt's word *democratic* follows the usage set by President Woodrow Wilson. In earlier eras of this nation, the reference was always to the *Republic* and that word is retained in the Pledge to the Flag. Professor Basil L. Gildersleeve of Johns Hopkins used to maintain that *Commonwealth* was a better word than either *Democracy* or *Republic*. There are some today who advocate *Representative Democracy* as more accurate. In any event, President Wilson's phrase "To make the world safe for Democracy" gave such popular currency to *Democracy* that we employ it and *democratic* without any thought of a party label but entirely in a broad sense.)

We stressed, in beginning, our endeavor to clarify a few educational objectives for our common life,—immediate and long-run.

What objective, both immediate and long-run, can be more vital than the one affirmed by Cardinal Newman when he declared that the practical end or objective of a university course "is that of making good members of society." (The Idea of a University, Discourse VII.)

I submit that this obligation falls upon American secondary schools and colleges and universities, and that it applies in precisely the same measure to those under private control as to those under public control. You who are teachers and administrators in private institutions will concur, I am certain, that, in the true sense of the word, we are all public servants.

What is the relationship of the education we give to citizenship? There is, I think, a peculiar pertinence for us here today in the eternal answer of John Milton regarding education, his two-fold declaration stressing citizenship,—service to man and worship of God: "To perform justly and magnanimously all the offices both private and public of peace and war" and "The end then of learning is * * * to know God aright."

This is not an occasion for setting forth the specific offices or duties of citizenship in peace or war. But we may mention their broad implications. Legally they trace back, for us Americans, to those documents in which our forefathers asserted themselves as free men: the Constitution of the United States and its forerunner, the Declaration of Independence.

To citizens chosen to perform public duties as members of the Congress, of the Executive Department and of the Judiciary, the Constitution gives certain powers which during a century and a half have been variously interpreted. It is clearly a function of citizenship for our students to study the issue involved in the extension of these powers: the doctrine of checks and balances *versus* the doctrine of a strong Federal government.

To us and to our students performing now or later private duties of citizenship, the Constitution, through its score of amendments, gives certain guarantees. These have persisted from the spinning-wheel and ox-cart days to our Twentieth Century of dynamos and airplanes. Glorious were the Eighteenth Century creations in the realm of the human spirit: the "unalienable rights" Declaration of 1776 and the corollary Bill of Rights guarantees of 1789 respecting freedom of worship, of speech, of the press, of assembly and of due process of law. Stern is the challenge to us of the Twentieth Century

to preserve these heritages. We face dangers from totalitarian enemies abroad. But we face dangers also from hostile forces at home that would weaken these precious guarantees.

What are ways in which the teacher in school and the college faculty member can be of service in the present emergency? Well, specifically, some teachers are demonstrating intelligent and disinterested activity, participating as *private citizens* in patriotic movements and organizations. It is not a question of approving their specific causes but of their participation with honesty, idealism and absence of rancor and abuse of those holding differing views.

Within the classroom the teacher should use extreme care to avoid partisanship. But he can and should exalt good citizenship. The most effective preaching, of course, is exemplification. There are various praiseworthy programs of citizenship training. But the best citizenship guidance, I believe, is competent teaching in school of history and civics, and in college of history, political science, economics, sociology, logic and philosophy. By these disciplines the student may come to know the past and the present, to learn scientific method, to practice logical thinking. Thus may he cultivate a wise skepticism and be on guard against propaganda in print and over the air. Thus may he develop objectivity of judgment and make decisions on grounds of economic soundness and social benefit.

In school and college classroom, thinking objectively and in accordance with the liberal tradition, we and our students can discern the deeper issue of the conflict in Europe, can realize that this is not merely one more rearrangement of pink and blue and green pieces in the world map, but a struggle which concerns every one of us and all that America has stood for. The convictions we reach on a basis of intellectual analysis must then be supported with patriotic devotion and the will to sacrifice.

III.

The present emergency should summon us in the educational world to inculcate in our students ideals of clear thinking, of hardihood, of patriotism and of faith. These may be numbered among the long-run objectives.

1. I suggest one aspect of clear thinking. It is difficult, in black days such as these to be detached, to take the long view ahead. We are reminded by the historian, Charles Beard, that it is a generaliza-

tion of history that when it got dark enough you could see the stars. If, instead of casting nostalgic glances backward or trying to peer into the darkness ahead, we look upward we shall see stars that attest to cosmos and not chaos. At the Adler Planetarium in Chicago is a tablet stating a scientific generalization that is likewise a source of spiritual power for us as we look upward. The tablet reads: "Under the great celestial firmament there is order, independence and unity." The great opportunity of the teacher is to make his classroom a small celestial realm where these principles prevail; where, in addition to rigorous and logical thought processes, the student learns to see life *sub specie aeternitatis*, under the aspect of eternity.

2. As to hardihood, let us remind ourselves of Emerson's noble and stirring words: "We are parlor soldiers. The rugged battle of fate, where strength is born, we shun. *** Let a stoic arise who shall reveal the resources of man and tell men they are not leaning willows***; that with the exercise of self-trust new powers shall appear; that a man is the word made flesh, born to shed healing to the nations." (Emerson, Essay on "Self-Reliance.")

William James had a word for it: *tough-mindedness* as opposed to *tender-mindedness*. He defined "the martial virtues: intrepidity, contempt of softness, surrender of private interest, obedience to command," and he declared that "the martial virtues, although originally gained through war, are absolute and permanent goods." William James' own life and thought exemplified how, without becoming callous or unsympathetic, the American scholar can be a brave and gallant figure. (William James, Essay quoted, "The Moral Equivalent of War.")

3. One thought on a little-considered aspect of patriotism. It was the ancient Greek idea that the citizen serves his state who brings his powers to their perfected best. Especially in this national emergency, the physician, the lawyer, the business man, the artist, the engineer, the industrial worker, the clerk, the farmer, the housewife, the student—all who work efficiently and faithfully—are contributing to the nation what Ruskin called "invisible gold." The teacher's role is, I sincerely believe, exceeded by none, because it is his great opportunity to work with youth.

4. Faith. But the teacher needs the preacher. Education requires the help of religion. Education reveals and develops the human

capacities of the individual. Religion adds Christ's insistence, quite irrespective of any intelligence quotient, upon the divine in each human soul. Such emphasis upon the individual is the very essence of the ideal democracy toward which we strive.

We are in a national emergency, on the edge of ordeals which will call for sacrifice and suffering. We too may experience blood, sweat and tears. The war will cease on some unpredictable armistice day. Without question the period following peace will present enormous problems of international and economic adjustment. There may be—although not necessarily—another major depression. But history shows that wars and depressions do end.

We are not fanciful in envisioning a time when science and technology will supply the economic goods of life for all peoples; the chemists and the engineers and the industrialists undoubtedly can accomplish this.

But our goal for the United States must be no mere well-fed, well-dressed, well-entertained nation. We must look forward to and must constantly work toward the golden era in which the free human spirit, disciplined by education and inspired by religion, will flower in creative and constructive work in the realms of the intellectual and the artistic. Cooperating with other forces, education may achieve in leading America on to spiritual greatness.

AFTERNOON SESSION

FRIDAY, NOVEMBER 21, 1941

THE CONTRIBUTION OF THE HUMANITIES TO THE
NATIONAL WELFARE

THEODORE M. GREENE, *McCosh Professor of Philosophy*,
Princeton University

It is a great honor and privilege to be invited to speak to you this afternoon, particularly on the theme, "The Contribution of the Humanities to the National Welfare." I am also glad to be following President Walters' speech this morning and to be able to pick up his suggestion that we consider welfare, so far as possible, in terms of ultimate objectives or, to borrow another happy phrase which he used, in terms of "the realities of our common life." It is in these terms that I should like to discuss the humanities and their contributions to the life of the individual and to our corporate life in a democratic society.

Human welfare is obviously related to human need, and the more basic the need, the more significant the welfare which arises from its satisfaction. If we survey our contemporary culture and the state of our nation today, we must agree that our greatest need today is not scientific, not social, but cultural and spiritual.

Man's achievements in science during the last three hundred years have been phenomenal, and our control today over nature greatly exceeds our control over ourselves, both individually and socially. I am not suggesting that science has reached its goal, and I know that President Davis will be telling you in a few minutes how much still remains to be done, both in pure and in applied science, for our individual and national welfare. But would you not agree that, on a comparative basis, advance in the realm of science has been far greater than in any other realm? Man's achievements in politics and economics, in turn, though falling far behind his achievements in the realm of science, are yet considerable. Politically, economically and socially, we have solid accomplishment to our credit and are, in many respects, in a healthy condition.

When, however, we consider our cultural and spiritual state, the picture is not so bright. We have in large measure lost our sense

of values. We have suffered from post-war disillusion. Our belief in the essential dignity of man has been impaired by our increasing failure to realize what it is that constitutes and conditions human dignity. We have lost a good portion of our cultural heritage because we have neglected to explore and assimilate it. Our religious faith is tragically weak when we consider how strong it must be if we, as a nation, are to succeed during the years to come.

As I interpret the humanities, they are the disciplines whose special responsibility it is to strengthen our sense of cultural, moral and spiritual values. Before discussing the nature of the humanities in some detail, I should like to suggest what seems to me to be a major premise of all serious work in the humanities. I mention this premise because it has been repudiated by a philosophy of life which is still very popular, though less popular today than in recent years. The premise is this: that in some sense aesthetic, moral and religious values have an objective character. In some significant sense there are such things as works of art awaiting our study and enjoyment; there are objective moral standards which men, as men, should recognize and obey; there is a divine principle which we, in the Christian tradition, conceive of as a real existent Divine Being.

I submit that the objective reality of beauty and its concrete embodiments, of goodness and its impact on human life, of God and His relation to man, is the major premise of the humanistic disciplines. Deny this premise, and you make thoughtful, reflective study of the arts and literatures, of morality and religion, meaningless and impossible. For such denial condemns us to a relativism in which every man's judgment is exactly as good or as bad as the judgment of anyone else, a relativism in which it is meaningless to say that we have at our disposal a rich cultural and spiritual heritage, that is, an accumulation of insights and achievements in the realm of the spirit from which we could and should benefit. Deny the objectivity of that with which the humanities are primarily concerned, and you undercut all significant humanistic enterprise.

Accepting this major premise as valid, what do we mean by the humanities? Considered in terms of subject matter, they concern themselves, first, with the arts and literatures, secondly, with man's moral and religious experiences and the objects of these experiences, and thirdly, with the more inclusive historical and philosophical perspective in terms of which alone the insights expressed in art and

literature and the insights of morality and religion can be at all adequately understood.

We can also approach the humanities profitably in a way which some of you may find uncongenial and perhaps old-fashioned. I am not sure, however, but that this old-fashioned approach is so old-fashioned today that it is rapidly becoming the new, the revolutionary, the really progressive approach. I refer to the disciplinary character of the humanities. I would suggest that the humanities can and should be described as involving a number of related disciplines. Let me enumerate some of these.

All the humanities depend, first, upon linguistic discipline, if the term "linguistic" be taken broadly and inclusively. A training in the humanities is a training in the languages, verbal and artistic, with the aid of which men have reflected upon values, recorded their insights in the realm of values, and communicated with one another regarding objective values. One of the tragedies of American education today is the considerable failure of our students, for one reason or another, to master those languages which they must master in order to achieve an understanding of their cultural heritage, and in order to be articulate and to communicate with one another on these matters. The humanities must attempt to make good this failure by providing students with a linguistic discipline.

Secondly, the humanities are exploratory disciplines. They involve a mastery of all the techniques necessary to the exploration of fact. Why? Because values, as we know them, are never merely disembodied values, but values embodied in, embedded in, our world of fact. Aesthetic values have their locus in works of art, which, in turn, are facts in the historical matrix. Moral values have their locus in human beings who exist in history. Religious values in all the great religions have been, in one way or another, incarnational, and in our Christian tradition, uniquely incarnational. This means that education in the humanities is a discipline in fact-finding and factual interpretation. I fail to see how a person can be said to have received a sound humanistic education who is not factually informed and, in addition, trained in the art of finding new facts and interpreting these facts wisely, critically and shrewdly.

In the third place, the humanities are disciplines in sensitive appreciation. Man is so made that he is capable of aesthetic creation and response. As a human being he craves friendship and love and

is capable of respect for moral values and a sense of duty. He is endowed with a deep-seated hunger for a religious anchorage, that is, a natural religious impulse. But all these innate capacities need cultivation and training. One of the functions of the humanities is therefore to sharpen our aesthetic, moral and religious sensitivities, our capacities for imaginative insight into moral, aesthetic and religious values.

Fourthly, the humanities are disciplines in wise reflection. By "reflection" I do not here mean mere reflection in the narrow sense of solving particular immediate problems. I mean a more humane type of reflection which consists in seeing any particular problem in its proper perspective. This perspective, in turn, is always a dual perspective, partly historical, and partly systematic or philosophical. For there are two and only two ways in which things can be related to one another—in time, and in terms of similarity, difference and systematic interrelationship.

The historical perspective is quite essential for any understanding of the past in its relation to the present, of the present in its relation to the past, and of the future in its relation to both the past and the present. Our young people are very anxious to be modern, and this desire is surely commendable. But all too often they merely succeed in being contemporary. We cannot help being contemporary if we are alive today and drawing breath. But to be modern is to see the present in the context of the past, and the future in terms of both the past and the present. Our students who lack the historical perspective achieve not modernity of outlook but only contemporaneity; and this means that since the immediate present quickly slips into the past, they are forever getting out of date.

Again, one of the humanistic disciplines which has fallen on very evil days of late is the discipline which I professionally represent—the discipline of philosophy. I think we philosophers are very largely to blame for the ineffectiveness of much contemporary philosophy. But the fact remains that unless we have some training, some discipline, in viewing things systematically in their relation to one another—morality in its relation to religion, both in their relation to art and literature, all three in their relation to science, and all humane insights and activities in their relation to social organization and corporate action—we remain essentially and necessarily provincial. We see the part with a myopia that blinds us to its true

character; we cannot truly comprehend it in isolation or judge and evaluate it wisely in its relation to a larger whole.

Since it is a primary function of the humanities to make men wise, since wisdom is the product of reflection, and since reflection, as I am here conceiving of it, involves a merger or a synthesis of these two great essential perspectives—the historical and the systematic or philosophic—it follows that discipline in wise reflection is a necessary part of humanistic education.

Finally, the humanities can and should provide a discipline in reflective commitment. This is the aspect of formal education which has perhaps been most neglected during recent years. We have come to think of the "academic" attitude as one of endless investigation and argument without decision or commitment—of never making up one's mind on anything, of never taking sides on anything, of never committing oneself to anything. This conception of the academic is one from which we must seek to free ourselves, especially in the humanistic disciplines.

When we look at the world we live in today, we discover, on the one hand, large groups of people committing themselves quickly, short-sightedly, emotionally and unreflectively, sometimes in the name of religion, sometimes in the name of patriotism, sometimes in the name of other social loyalties. And when we look at our colleges and universities, we too often find the opposite—endless reflection without sufficient recognition of the need for commitment on intellectual and spiritual questions. The humanities, if they are to accomplish what they should as human and humane activities, must educate students in the techniques, if I may use that term, of reflective commitment. The successful surgeon is a fine example of such reflective commitment. When a competent surgeon is confronted with a critical case requiring an immediate operation, he quickly marshals all the available medical knowledge bearing upon this particular problem. As an intelligent man, he knows perfectly well that all the evidence is not yet in, that the science of medicine knows only a fragment of all there is to know, that the best decision he can make may well be a wrong decision. But he also knows that he must make a decision, as reflectively as possible, but boldly and without hesitation. Were he to adopt the typical "academic" attitude (in the bad sense), his patient would die before he ever got around to him. What he actually does is to decide and act reflectively,

resolutely and courageously, fully aware of his own finitude and of all the risks involved.

We, both as individuals and as a nation, need more than anything else, perhaps, education in this kind of reflective commitment. Many students in Princeton have said to me during the last months, "If you can guarantee that, if we go into this war, the result will be a permanent and abiding peace, then we will be glad to go in." Who can guarantee a thing like that? Finite and fallible mortals must take chances. This necessity does not justify blind, emotional, impulsive action; it does justify commitment—commitment in all humanistic thought and endeavor, whether in fine art or literature, in historical or philosophical interpretation, in morals or religion.

I would suggest, then, that a student who has received a sound, enlightened humanistic education will be prepared for life with a fine linguistic equipment, a trained ability to examine facts critically, a sharpened and heightened sensitivity to values, a developed capacity for historical and philosophical reflection, and, as a culminative result of all these disciplines, an enhanced capacity for reflective decision and action.

In the light of this analysis, what are we to say in answer to the question, "What is the contribution of the humanities to our national welfare?" Our national welfare is the welfare of our democratic society, and a democratic society is to be distinguished from a totalitarian society by its peculiar recognition of the rights and duties of the individual. We in our democracy refuse to exalt the state above the individual or to think of the individual as a mere pawn. Consequently, anything that contributes essentially to the welfare of the individual contributes to our national welfare. Since the humanities *are* essential to the enrichment of the life of the individual and to his spiritual maturity, they *do* contribute immeasurably to our total national welfare.

But we can also consider the problem of national welfare in more corporate terms. We can think of individuals not only as individuals, but *also* as citizens. What, then, are the essential conditions of effective citizenship in a democracy such as ours? Only that democracy is strong and resolute in which the individual citizens are reasonably literate and articulate, reasonably informed, reasonably endowed with a sense of objective values, capable of at least some

perspective, and therefore capable, in their duties as citizens, of reasonably reflective commitment.

If these are the basic requirements for useful and effective citizenship, it is not easy to distinguish between that type of education which is most advantageous to the individual as an individual from that which is most advantageous to the individual as a citizen in a democracy. I do not believe there is any such thing as a unique and distinctive course of study in citizenship. It may perhaps be possible to devise courses in some schools, colleges and universities which, in a time like this, profitably focus upon some factual information and some attitudes that need emphasis in the institution in question. But, in general, education for democracy and education for citizenship are, so far as I can see, identical with the best liberal education which the individual is able to acquire.

What, in conclusion, is the nature of the present crisis? Its surface manifestations are military, and it is our military needs which are most urgent and immediate today. Yet we all know that the military conflict reflects underlying political and economic difficulties which must be solved if peace, when it comes, is to endure. Underlying these economic, social and political difficulties, in turn, there is the stratum of cultural values and modes of thought; our crisis is in a very real sense a cultural crisis. Finally, underlying this cultural level is the still more profound level of spiritual commitment and religious faith. The crisis in which we are all involved is, in ultimate terms, a religious crisis. That means, it seems to me, that the humanities, having to do so essentially with man's cultural and spiritual life, should make, and can make, and must make, a unique contribution to our national welfare in the years that lie ahead.

THE CONTRIBUTION OF THE SCIENCES TO THE NATIONAL WELFARE

HARVEY N. DAVIS, *President*, Stevens Institute of Technology

As we approach the middle of this remarkable Twentieth Century, we find science occupying a place of immense importance in the life of the world. Science, as we now conceive it, is only a bare three centuries old—Galileo died in 1642—as contrasted with the forty-five or fifty centuries of recorded human history, and yet, particularly in the last century and a half it has come to dominate the human scene in a way that seems terrifying to some and immensely hopeful to others.

Particularly in this twentieth century scientific progress has surged forward on scores of intellectual frontiers to achievements of steadily increasing significance. When I studied physics in college, electromagnetic waves were just beginning to emerge from Maxwell's equations into something that could be actually, though crudely, demonstrated in a laboratory. Now we fling them out from a thousand radio stations in a continuous stream clear around the clock and clear around the earth, bringing news, opinion, and the relaxation or inspiration of music to anyone anywhere who chooses to listen and has a few dollars worth of equipment to listen with. I remember once suggesting to Macmillan that he ought to take a radio with him on his next trip into the Arctic, and having him reply that he had been wondering if it would be worth while to look into the possibility of doing so. I remember also an occasion, some years later, when one of the editors of the New York Times, who had neglected to answer his telephone in Orange, N. J., was reached in an emergency by radioing to Byrd in the Antarctic, who was about to broadcast, please to ask the editor to call his office at once. And now, as we all know, radio is a powerful instrumentality not only in peace, but also in modern warfare, both on the propaganda front, and in all sorts of combat operations. Such has been the progress of forty years on one tiny segment of the research and development front.

In physics generally there has been great activity in the last half century. I can myself remember when Ostwald was arguing that, suggestive as the atomic theory of matter might be, we had no incontrovertible evidence whatever that atoms and molecules really

existed, and that it might be well to return to a purely energistic theory of the behavior of matter. Now no one seriously doubts the reality, not only of atoms and molecules, but of electrons, protons, neutrons, and photons. We know much about sub-atomic structure. We transform at least some atomic nuclei at will more significantly and more usefully than if the hopes of the old alchemists had come literally to pass. We hurl sub-atomic projectiles by tremendous velocities by means of cyclotrons and rejuvenated electrostatic machines. We detect and even separate isotopes from what, only a few years ago, would have been regarded as chemically pure, and wholly homogeneous chemical compounds or elements. We even dream of harnessing one of the uranium isotopes in a way that will make tremendous stores of sub-atomic energy available to mankind.

For some years it seemed almost as if the pure physicists had withdrawn from the practical world to which classical physics had made not infrequent and very useful contributions of knowledge, into an ivory tower of very speculative theory. Even the most conservative of our older generation of physicists must, however, admit that this apparent detour has opened up wholly new vistas of practical service to mankind, as well as greatly increasing man's knowledge of the constitution of matter.

With these results available, the astronomers of our time have both widened our universe immensely, and analyzed its structure in much greater detail than could have been foreseen fifty years ago. Soon the 200-inch telescope in California will be yielding data from which new vistas of understanding will doubtless develop. Perhaps the man in the street will get practical as well as spiritual good from all this, and good of a more tangible sort than the astrologers sought; for increased knowledge of the universe as a whole may well bring increased knowledge of that infinitesimal bit of it that we call our sun; and increased knowledge of our sun may in turn bring increased knowledge of, and foresight as to, the conditions under which we may expect to continue to live on this minor planet that we call the earth. Perhaps, some day, we may actually be able to predict Saturday afternoon weather a month ahead!

Even mathematics, that language or mode of thinking, of one branch of which Fermat once said that he loved it because it never had been prostituted to any useful purpose—even mathematics that

never has to back-track, because whatever was true yesterday can be depended upon to be still true today—even mathematics is progressing more rapidly than ever through the development of powerful new methods of analysis, and through the stimulating effect of attempting to apply mathematical methods to ever new and ever more intricate practical problems. Indeed we are beginning to develop a group of what might be called engineers in pure mathematics, men who, by developing ingenious computing machines of many kinds, are making it possible for mathematicians to solve expeditiously many problems of practical importance that, a few years ago, could have been handled only by a prohibitively costly expenditure of time and arduous labor.

Geology is another science in a state of rapid flux. Men have been collecting, analyzing, and classifying geological specimens for years. Men have been seeking for, finding, and extracting from the earth's crust valuable ores and minerals for centuries. Ever since Leonardo da Vinci's time, men have tried to untangle the long range history of the earth by interpreting fossils, sedimentary deposits, igneous intrusions, ancient shore lines, and a vast mass of other data. But only recently have geologists begun to think quantitatively, to compute the ages of various rocks with some assurance, to attempt to determine the composition of the earth's crust as a whole, to estimate even roughly the magnitude of some of the forces that mould it, and to explore empirically the composition and structure of its inaccessible core. Geophysics has become a science that has not only important theoretical significance, but also practical usefulness to the prospector for metals or petroleum.

It is perhaps in chemistry that the recent advances of most spectacular practical significance have occurred. Indeed it is in the chemical field that we may perhaps look for the next great new industrial development and the next period of economic stimulation and peace-time prosperity, analagous to those which followed the rise of the automobile and later the radio industries. And heaven knows we shall need such a new industrial development when this defense emergency is over! I do not expect this economic stimulation to come from any one great new chemical industry, but rather from a related group of chemical developments each of moderate importance by itself, but all combining into a great economic force for good. Among the possibilities are increasingly rapid developments in the wide field of plastics, including moulded products, laminated wood

products, textile fibers, glass-like products for a wide variety of uses, and a host of other products that chemists are beginning to be able to make almost to any predetermined specifications. Here also should be mentioned the possible industrial developments that may grow out of an increasing knowledge of catalysts. The various industries that stem from coal-tar and its derivatives have only recently been intensively developed in this country, and those which can be based on petroleum and natural gas are, as yet, still less intensively explored. Probably a greater variety of farm products than at present will furnish the raw materials for other rapidly expanding chemical industries in the not distant future.

Metallurgy is a related field in which great things have been accomplished and doubtless still greater advances lie ahead. For one thing new metallic elements are coming into commercial use, tungsten being followed by tantalum, molybdenum, and even columbium, and aluminum by magnesium, and perhaps even beryllium. For another thing, the art of making metallic alloys is developing into a science of understanding why alloys act as they do and into an engineering skill in predicting and even predetermining the properties of new compositions, and the compositions needed for new uses.

The various processes of fabricating metals are also improving rapidly. The high-speed steels of Taylor and White that revolutionized machine shop practice forty years ago are being superseded by the hard cemented carbide tools of today, without which Hitler's preparation for military dominance would have taken at least twice as long to accomplish as it did. New semi- and full-automatic machine tools of many sorts are being developed in rapid succession. Lathe work is being supplemented by precision grinding. Machined, ground, and even polished surfaces are being surpassed by what are called super-finishes. Forging has been followed by die-casting and that in turn by powdered metal manipulation. And further developments in these and other processes are likely to make the metal-fabricating shops of the next generation as different from ours as ours already are from those of our fathers.

In the biological sciences, of which I am scarcely competent to speak at all, there has been, I am told, almost equally striking progress. Here, as in geology, there seems to be under way a transition from a long continuing phase of observation and classification into a more dynamic phase of comprehension of process, of recognition of causative

influence or force, and of quantitative measurement of effect, in both normal and pathological biological functioning. The complicated phenomena of genetics, the nature and habits of chromosomes and genes, and even some experimental methods of modifying their behavior, are beginning to be understood. Biochemistry and even biophysics are rapidly developing into sturdy members of the great family of sciences. Everywhere biology is surging forward into newly opened areas of adventure and discovery.

And finally the great daughter of biology, and particularly of physiology, which is medicine, is rapidly learning to supplement its age-old and still immensely valuable technique of keeping the patient comfortable and courageous while nature cures him, by a steadily increasing variety of applications of accurate scientific knowledge. Witness such matters as an increasing knowledge of what hormones and vitamins are and what they do in the living organism; a hopeful start toward understanding viruses; the recent amazing upsurge of chemo-therapy; the use of both stable and radioactive isotopes in the detailed study of physiological processes; the use that medical men are just beginning to make of the electron-microscope in their researches; and the therapeutic use of high-voltage X-rays and radioactive isotopes. Indeed the advances of modern medicine are so appealing to the general public that it sometimes seems as if it was almost too fashionable to leave one's fortune to a medical research center or a hospital instead of to an occasional physics or chemistry laboratory or even to a school of engineering.

Here then is a rapidly sketched picture of at least some phases of the sciences of today. There is no question but that these sciences have flowered profusely in that part of this twentieth century that lies behind us. There is no question but that an ever accelerating productivity lies ahead, for the more we know the more likely we are to be able to solve the next problem we tackle. Even in these troubled times of preparation for defense and of armed conflict, the sciences are pressing forward in a multitude of ways that cannot yet be publicly described, but will certainly have constructive as well as destructive significance when peace is reestablished.

And, so I come at last to the topic of this address. What contribution is all this making, and what contribution can we hope that all this will make in the future, to the national welfare?

That the accomplishments of the various sciences have made a tremendous material contribution to the national welfare is too obvious to require comment. Scientists, and particularly their working colleagues the engineers, are at the very heart and core of almost every activity of civilized living. They have produced the highest standard of living that the world has ever known. Without them, life in a modern city would be impossible. They are responsible for bringing in all the water and all the food and disposing of all the waste. They also provide the shelter, the transportation, and the communication. Except for their safeguarding of health, congested living would speedily prove fatal. And except for the devices they have made, ranging from the printing press to chemical pigments and the saxophone, education, intellectual life, literature, music, and art would be meager, and furthermore inaccessible to most of us, even if we could find the leisure after bare subsistence had been won in which to pursue them. If all the material achievements of the scientists and engineers were by some magic to vanish over night, civilized living would cease within a fortnight. If their work is to be even temporarily interrupted for any considerable length of time in the coal fields and on the railroads, every one of us may have a tragically vivid opportunity of evaluating the importance of the material contribution of the sciences to the national welfare.

Let us pass on, then, from this wholly obvious, though sometimes not fully appreciated, aspect of our topic to one that is to my mind almost as important. It is the contribution that the sciences have made, and can increasingly make, to the intellectual and spiritual development of mankind. They say that to see a great tragedy of Shakespeare purifies the soul. By the same token, to read, even casually, of Harlow Shapley's galaxies of galaxies stretches the mind in space, and to look at Roy Chapman Andrew's dinosaur eggs stretches the mind in time, in a way that cannot help but enlarge the soul of man. Anyone who has ever stood on one of the frontiers of human knowledge, and has tried to grope his way out into the unknown by the process that we call research, has lived finely and deeply in a way that is significant in any philosophy of life. And even he who has merely paused for a moment from some other sort of work to catch a glimpse of some great scientific personality or of some of the results of his work, has shared to some extent at least in the exaltation that is the happy accompaniment of this sort of intellectual adventuring.

Do not fear that the masses of mankind are impervious to this sort of soul enlarging experience. Witness the fact that one of the early lectures on Einstein's relativity brought to the American Museum of Natural History in New York such a crowd that, orderly as it was, it nearly crushed some of the exhibition cases in the entrance hall by sheer, shall we say, homo-static pressure.

But this aspect also of the contribution of the sciences to the national welfare is one that needs only to be suggested to such an audience as this to be appreciated, and so I shall not dwell on it further. What I really want to say today can perhaps be best approached by enquiring what the real spirit or essence is that underlies all of these various sciences that we have been thinking about. In the case of what is commonly called pure science that essence is the spirit of research, and in applied science it is research followed by action. Indeed the only distinction that I know of between pure and applied science is vividly illustrated by the well known definition of an engineer. An engineer is a man who, when the time comes for decision and action, guesses right seven times out of ten on insufficient data. Of course, if he has sufficient data, he guesses right ten times out of ten, but then he isn't an engineer; he's a pure scientist.

However that may be, the real point is that whether a scientist be of the pure or of the applied variety, his first step in tackling any problem is to do some research. And what is research? Clarence Hirshfeld once defined it as being nothing but "organized fact finding"—that is a systematic sincere, impersonal, unbiased attempt to find out what is what in any situation before one makes up one's mind about it. Research, Dr. Hirshfeld said, didn't have to be an esoteric process carried on in a laboratory full of test tubes or of intricate electrical or optical instruments. The sort of research that was often most valuable to an industry was, he said, that which went on day by day in its shops, in its personnel department, in its accounting department, or even in the office or plant of a customer when a sales or service man was on his regular round of visits. The only essential to calling any activity a research was the presence of a spirit of unemotional, objective, consciously planned search for whatever might be both true and significant.

Now this research spirit is a mental habit or point of view that is, as yet, far from universal in mankind, and yet it is something that is sorely needed and greatly to be desired in a host of human affairs

far removed from what is commonly called science. To my mind, the greatest contribution that the sciences have made to national welfare, here and everywhere, is their influence in making this kind of a mental attitude somewhat more common in mankind than it used to be; and the most important goal that should be kept in mind by everyone of us who teaches science is to try to instill into each of our students some conception of what this kind of thinking can mean to the world, and some conviction that it pays to try to think that way about economic, and social, and political problems, as well as about scientific ones. Only thus can we hope to make democracy work over the years.

And only thus can we hope to achieve that most important of all types of self-government, which is each individual's governing of his own inner life and of his own soul. Science has done much to free the vast majority of us from the superstitions of the middle ages and the still more craven fears of savagery. Most of us no longer worry about black cats and witches. Few of us still believe that storms and floods and thunder claps are the means by which local godlets wreak petty vengeance on groups of humans that have been foolish enough to neglect or defy them. But many of us are still dominated by inherited prejudices, and swayed by the political slogans, and labels, and epithets that we so glibly hurl at each other. And many a problem in every man's private life gets settled one way or the other, without anything whatever in the way of a quiet, objective, systematic attempt to get at the facts first. Truly the sciences have much to teach every one of us about how to live.

Do not mistake me. I am far from urging that, as scientists, we should strive to banish emotion and mysticism from our lives. Purely scientific thinking never led anybody to *do* anything in all the history of the world. It is only the emotions that trigger off and sustain vital vigorous action. And science can no more disprove the validity of the mysticism of religion, than it can prove it. Nor can science deal either way with the aesthetics and the ethics of beautiful and noble living. The humanities also have their contribution to make to the national welfare, and it is a very important one. *But* it does pay to know all you can about what you are going to do before you do it. Only thus can you do it effectively, and only thus can you be the master of your own destiny.

SPECIAL SESSION

FRIDAY, NOVEMBER 21, 1941

FINANCIAL PROBLEMS ARISING FROM THE
EMERGENCY

By action of the Executive Committee a special session to consider financial problems of schools and colleges during the emergency was held at five o'clock in the Viking Room. As a result of announcements made at the regular morning and afternoon sessions more than two hundred persons attended the special session. President Breed introduced Dr. William Mather Lewis, President of Lafayette College, who served as chairman of the meeting. Dr. Lewis called upon Mr. John Schlegel, Treasurer of Lafayette College, to present two proposals for general discussion.

The first proposal concerned the recent decision to reduce the amount of NYA funds available for students in schools and colleges during the current academic year. There was general agreement that many students are attending college on the basis of NYA assistance and that to withdraw such assistance during the academic year would cause undue hardship to students and institutions and would constitute the abrogation of an agreement made in good faith.

The second proposal was to provide a deduction to a maximum amount of four hundred fifty dollars from the income tax paid by a parent whose son or daughter is attending a private school or a college. There was considerable discussion from the floor with a majority apparently unfavorable to the proposal because of the very slight possibility of its adoption. The opinion was expressed that with expected increases in taxes it seemed very unlikely that the government would forego some three hundred million dollars of revenue and at the same time provide special protection for students attending private schools and colleges as a class.

After extended discussion it was moved, seconded, and unanimously carried to request the Executive Committee of the Association to consider these two proposals and take appropriate action.

The meeting adjourned at 5:45 P. M.

MORNING SESSION

SATURDAY, NOVEMBER 22, 1941

THE CONTRIBUTION OF THE JUNIOR COLLEGE TO
THE NATIONAL WELFARE

WALTER CROSBY EELLS, *Executive Secretary*,
American Association of Junior Colleges, Washington

"The junior college movement is perhaps the most significant mass movement in higher education that this or any other country has ever witnessed in an equal period of time." These are not my words, although I agree with them. These are not the words of a possibly biased junior college executive. These are not the words of a youthful junior college enthusiast. They are the words of a distinguished Swedish-born scientist who holds honorary doctorate degrees in such widely divergent fields as science, law, music, and literature from a half dozen prominent American universities. They are the words of an experimental psychologist who is not accustomed to the use of superlatives. They are the words of a dean emeritus of one of America's outstanding graduate schools whose term of 31 years of active service in that responsible position since 1908 has covered practically all of the significant development of the junior college movement in the United States. They are the words with which Dr. Carl E. Seashore, recently retired from the deanship of the graduate school of the State University of Iowa, opens the little volume which he has recently written, *The Junior College Movement*. In this book, out of a lifetime of educational experience and matured judgment, he interprets and appraises the contributions of the junior college to American education.

Present Status

During the period of his relatively brief service at Iowa Dr. Seashore has seen the junior college movement increase from a time when there were less than a dozen institutions with fewer than a thousand students until today when there are approximately 650 junior colleges with an enrollment of more than a quarter of a million students. The number of these students has more than doubled in the past six years and we have by no means reached the peak—in fact

it is doubtful whether we have more than entered the foothills. These junior colleges, publicly or privately controlled, are now found in every state in the Union (as well as in the Canal Zone and the District of Columbia) with three exceptions—the three smallest states, Rhode Island, smallest in area, and Nevada and Wyoming, smallest in population. The territory of the Middle States Association has not been covered as significantly as some other sections, but in the five states (and District of Columbia) which make it up were found last year some 56 junior colleges of various types with more than 12,000 students. If, however, these same states were as well supplied in proportion to population with junior college facilities and junior college students as California, which, by the way, is still far from the saturation point, the junior college enrollment of this Middle States area would be thirty times as great, or more than 360,000 students.

If you are interested in other important facts regarding the numerical growth and present status of the junior college movement you will find them in the annual directory and other literature published by the American Association of Junior Colleges. There is little significance, however, in mere numbers or size or growth. In the United States we sometimes are inclined to worship the god of numbers—to mistake bigness for greatness. Dr. Seashore did not refer to the surprising *amount* of the growth of the junior college movement but to its *significance*. I too am chiefly interested, as I am sure you are, in the significance of this relatively new member of the American family of higher education. Why the junior college? Whither the junior college?—these are matters of much greater importance than How big the junior college?

Defense Aspects

Unfortunately no gathering of educators today can avoid consideration of the effects of the international maelstrom in which we are already involved and evidently are destined to be more closely involved in the immediate future. What is the effect of the war and preparations for defense on junior colleges? Are they in danger of suffering an educational blackout in this dangerous world?

The draft affected directly only 10 to 15 per cent of the young men enrolled in junior colleges since the majority are less than 21

years of age. Many have volunteered for service in the air corps and in other branches of the armed services. Many others, however, have withdrawn from college to go into airplane plants, shipyards, and other defense industries frequently after intensive short courses of specialized preparation in their junior colleges. Some institutions have reported losses this fall of as much as 50 per cent in their enrollment because of such causes. Is this typical or is it exceptional? What are the facts for the country as a whole? To answer this question I sent a special inquiry to all junior colleges a few weeks ago asking them to report this year's enrollment in comparison with the same time last year. Replies were received from some 400 junior colleges, almost equally divided between publicly controlled and privately controlled institutions. The decrease this year proves to be much less than might have been anticipated. The average loss in enrollment for the publicly controlled junior colleges amounts to 10 per cent, while the privately controlled institutions actually report a very slight average gain of one quarter of one per cent. In the territory of the Middle States, 12 institutions report an increase, 10 no change, and 19 a decrease but the average change is a decrease of only one per cent.*

The registrar of one junior college in Pennsylvania wrote "drop-off is due to excellent local employment and high local wages." Another from the same state: "Decrease is due in part to doubts in minds of parents because of unsettled conditions." A New Jersey institution reports "This decrease of 25 per cent in day school is more than made up in night school." A similar report comes from a California junior college where a new airplane factory has been built across the street from its campus.

Parenthetically may I pause to express my surprise at the attitude of some of our accrediting agencies which, with arched academic eyebrows, refuse even to consider for accreditation a junior college which carries on its classes in the evening! Some of the best intensive preparation of young men for positions in defense industries has resulted from the operation of junior colleges and other schools on the graveyard shift. Perhaps one of the important by-products of the war may be the relegation to the unregretted past of the idea that

* Average change for states in the Middle States area for which reports were received from 5 or more junior colleges; District of Columbia, +12%; New Jersey, +2%; Pennsylvania, -2%; New York, -8%.

intellectual development and educational quality as evaluated by accrediting agencies are necessarily dependent upon daylight schedules!

That the commonly reported loss is not limited to young men is shown by the report of a junior college for women in New Jersey: "opportunities in industry are taking many young women out of college." On the other hand a Maryland institution for women reports a large increase in the business department and science departments in training young women in part for the hundreds of new clerical positions developing so rapidly in Washington. A military junior college in Pennsylvania understandably reports a long waiting list for any vacancies that may occur.

Only last week as the representative of the junior colleges of the country I attended the organization meeting in Washington of Mayor LaGuardia's newly-formed Commission on Colleges and Civilian Defense, at which plans were laid for significant local activities on the part of all institutions of higher education in the country.

Whatever may come in the dark and uncertain days ahead, there is no question that the widespread junior colleges of the country will be ready and willing and eager to do their share. There is little or nothing that is unique in this promise. It will be characteristic of all parts of our population—educational and other. We all have faith to believe, however, that eventually darkness will give place to light, uncertainty to assurance, and war to peace. For that much-to-be-desired day it is essential, if we are to show true educational statesmanship, that plans be made in advance best to meet the educational needs of the new generation. There can be no long continued moratorium on education. It is for this reason, therefore, that I prefer to devote the greater part of this paper to a consideration of the contribution of the junior college to the national welfare in the next decade or more after the war is over, and not to the immediately trying and abnormal adjustments necessary to meet the threat of a Hitler-controlled world and a Hitler-dominated educational system.

What then is the long-time, the peace-time aim of the junior college which renders its place so significant in American education?

Aims of the Junior College

The junior college aims to meet a variety of higher educational needs of its constituency. These needs include preparation for advanced work in a senior college, university, or professional school;

general education for those not planning to continue their formal education; specialized preparation for particular occupations especially those that have come to be known as semiprofessions; and appropriate courses of college grade for adults in the community.

Numerous studies made during the past 15 years have shown that junior college graduates who have transferred to standard colleges and universities have been adequately prepared for upper division work—that, as a rule, they have done their scholastic work as satisfactorily as students whose lower division work was taken in the university, and in many cases even more satisfactorily.

Much more important, however, has been the opportunity the junior college has offered to the large number of secondary school graduates who, because of economic or intellectual limitations, cannot or probably should not attempt a college course four years or more in length. To thousands of students who probably will complete their formal education at the sophomore level, the junior college offers two years of general education designed to develop good citizenship and broad social understanding through courses of study that emphasize breadth, unity, and comprehension. Curricula are being organized to give the student about to complete his general education a unitary conception of our developing civilization and of the place which he should occupy in it.

The young citizen, however, should be prepared not only to live a better life but also to earn a better living than would be possible without collegiate education. There is a considerable group of semiprofessions between the level of the trades and the level of the professions for which two years of college training are commonly considered necessary and sufficient. Such semiprofessional positions are especially numerous in the business, engineering, agricultural, secretarial, homemaking, public service, and health fields. In engineering, for example, a careful analysis has shown the existence of at least three positions on the semiprofessional level for each one on the graduate level. The junior college has almost a unique field here. Semiprofessional curricula have been adequately developed as yet in only a small proportion of existing junior colleges, but such curricula are sure to be given much greater emphasis in the near future.

As a local institution, close to the tastes and needs of the community, the junior college also has a peculiar opportunity, which it is meeting in many localities, to conduct courses of study, both technical

and general, for adults. With growing technological unemployment in normal times, with increasing leisure whether voluntary or forced, with shortened hours of work, it is becoming more and more evident that education, especially for social citizenship, never can be and never should be terminated. Frequently the local junior college is particularly well equipped to meet this situation. All of its resources—plant, equipment, library, laboratories, staff, guidance service, athletic facilities—can be used to correlate and to unify the general cultural and recreational needs of adults who desire further study, discussion, recreation, and stimulus to intellectual growth. One junior college reports an enrollment of 800 regular students and of 8,000 adults. Perhaps this ratio of ten to one should be the goal in many communities.

A few junior colleges have caught the vision of these possibilities for extended service. They have seized the opportunity. They have done outstanding pioneer service in defining the field. They have blazed pioneer trails. It is time now and in the next few years as a part of the necessary adjustments of disturbed existing social and economic conditions for many other junior colleges to extend this pioneer trail into a broad educational highway along which thousands of adults may travel with comfort, profit, and satisfaction in the conviction that they are thereby doing their part to demonstrate that democracy is safe for the world. Adult education should constitute an integral part of the total program of the junior college.

Special Importance of Terminal Education

The above statements constitute a brief summary of my generalized philosophy of junior college education as I see it today. All four of these phases are important and significant, but it seems to me that the most important and the most neglected at the present time in most junior colleges is the great field of so-called terminal education. I recognize of course that even this term is open to question—that education, as I have just stressed for the adult population, never should terminate from the cradle to the grave. Only the undertaker appropriately officiates at the terminus of an individual's education. But there is a definite terminus for most young people to formal full-time education in the schools, and it is in this sense that for lack of a better term, educators, particularly in the junior college field, are

coming more and more to use the phrase "terminal education." It is only in this sense that I shall use it this morning.

In connection with the recently organized Commission on Junior College Terminal Education, financed in part by generous grants from the General Education Board, I have had occasion to make a number of studies of various phases of this subject. I have wondered, sometimes, whether I were in danger of becoming biased in my thinking, yielding to the enthusiasm of the specialist, ignoring the true significance of pertinent facts. As one phase of our study, therefore, I determined to secure the considered judgment of a large group of educational specialists and also of laymen residing in junior college communities. I asked their judgments on nine important questions—as a check on my own thinking and as important evidence to present to the public. One man can easily be wrong in his thinking and in his interpretation of educational and social data—the chances of fundamental error are much less if a large majority of competent judges agree on moot questions. This method of securing judgment is the way of democracy—the American way.

A few months ago I received careful replies from more than 1,200 educators and from almost 700 laymen. I tried to select these men and women so as to sample a wide variety of competent judgment. The educators included presidents and deans of junior colleges, of senior colleges, and of universities; city superintendents of schools; representatives of state departments of education; editors of national educational periodicals; and chief executive officers of the principal national educational organizations, agencies, and foundations. The laymen included the heads of national labor unions, mayors, editors, clergymen, attorneys, physicians, bankers, manufacturers, merchants, farmers, and others. I have considerable confidence in the composite judgments of such a group of men and women. Time does not permit me to report the opinions of each separate group nor to comment upon them in detail. I have done this elsewhere in published form.* All I can do here is to give you summary judgments for the entire group with an occasional comment on some particularly outstanding feature.

* *Why Junior College Terminal Education?* American Association of Junior Colleges, Washington, D. C., 1941. 365 pages. Chapter IV.

Judgments of Educators and Laymen

The first question I asked this group was

"Do you think that in your state or region young people increasingly will be unable to secure full-time employment before they are 20 or 21 years of age?"

More than three-quarters of the replies (77%) were in the affirmative. The proportion of laymen replying affirmatively was slightly higher than that of the educational groups. It was the judgment of two-thirds of the college and university presidents. A wide variety of important factors contribute to the accuracy of the trend thus recognized by these judges. Time does not allow me to present here pertinent data regarding our vanished western frontier, decrease of child labor, increasing mechanization of industry, reduction of employment of youth, job requirements, increasing longevity, increased high school attendance, and other social, economic, and educational factors which have important bearing upon this long-time trend commonly recognized by educators, sociologists, and economists.** There seems to be little doubt that, soon after abnormal artificial war and defense dislocations are past, this long-time trend will continue and perhaps even be accelerated.

Our studies have shown that three-quarters of the young people entering our junior colleges do not continue their formal education after leaving the institution. A comprehensive nation-wide study of student mortality in 25 universities showed that only 49 of each 100 entering freshmen completed their sophomore year. It was facts such as these that lead me to propound the second question:

"Do you think that the courses of study open to freshmen and sophomores in the average university or liberal arts college adequately fit the needs of students who will spend only two years in college?"

On this question opinion was almost unanimous in the negative. Only 10 per cent of the replies were affirmative. Only one per cent of the city superintendents said "yes," none of the labor union executives. Even of the college presidents, less than a quarter ventured an affirmative answer. It may be accepted as a commonly recognized fact, therefore, that the present liberal arts college course does not

** For data bearing on these factors and discussion of their significance, see *Why Junior College Terminal Education?* Chapters II, III.

fit adequately the needs of the thousands of students who do not go on to complete a course leading to the baccalaureate degree. Is this fact not an opportunity and a challenge to the junior college?

The next question was related to the preceding one. It read:

"In your opinion is too large a proportion of youth of college age now enrolled in the standard universities and four-year liberal arts colleges of the country?"

Replies were by no means so nearly unanimous—in fact they were more nearly divided than on any other question. Fifty-six per cent said "yes," 44 per cent said "no." Two-thirds of the laymen, however, said "yes." A third of the college and university presidents even thought their own institutions enrolled too large a proportion of youth of college age.

The next question turned squarely to the junior college and asked

"In your opinion is the number of junior colleges and the enrollment in them, in your state or region, likely to increase markedly in the next decade?"

Of course the word "markedly" lacks definiteness, but it certainly implies substantial growth. Three-quarters (73%) of the replies were in the affirmative. This was the judgment of more than four-fifths (82%) of the laymen.

The next question dealt with the relative importance of two of the chief functions of the junior college. It was phrased:

"Which is the more important function of the junior college:

(a) The *terminal function*, designed primarily to give young people who complete their formal education in the junior college preparation for an occupation and also preparation for personal and social citizenship; or (b) The *preparatory function*, designed primarily to duplicate the work of the first two years of the standard university and to prepare for advanced work in the university?"

The replies gave striking evidence of the increasing recognition of the importance of the *terminal function* in junior college education. Four-fifths (79%) of all the replies gave it preference, while only one-eighth (13%) thought the *preparatory function* was the more important, and the remaining twelfth (8%) said the two functions were or should be of equal importance. If the transfer student is

not adequately prepared for life's responsibilities in the junior college, he has another chance for educational salvation in the university. For the terminal student it is now or never. He must not miss the educational bus on its only trip for him. If we believe in the democratic theory of educational salvation for the whole population, then many souls must be saved in the junior college, if at all.

The next question dealt with the desirable proportion of prospective junior college students and read as follows:

"If junior colleges in your vicinity were adequately equipped to give a variety of semiprofessional curricula and terminal courses of a general character well adapted to community needs, about *what percentage* of high school graduates do you feel ought to enter such junior colleges?"

For this question supplementary data were given stating that today, in the country as a whole, approximately 75 per cent of all young people of secondary school age (14-18) are enrolled in secondary schools; and that of these, somewhat more than half graduate; that approximately 15 per cent of all young people of college age (18-22) are enrolled in universities, colleges, professional schools, normal schools, and junior colleges.

Replies varied widely from 60 who thought the junior college should be the educational destination of every high school graduate to half that number who thought no high school graduate should enter a junior college. The average for all replies, however, seems reasonable, that 49 per cent, almost half, of the high school graduates of the country ought to enter a junior college provided it were adequately equipped to meet their needs. In this connection, we should remember that our secondary schools have well over a million graduates each year.

The next question was limited specifically to public junior colleges, reading:

"Should additional publicly controlled junior colleges be established in your state so that they will be easily accessible to the great majority of high school graduates?"

Two-thirds (65%) of the replies were favorable to the establishment of additional junior colleges under public control. Extremes among the constituent groups varied from the labor union leaders

who were 100 per cent favorable, to presidents of privately controlled colleges and universities who were 38 per cent favorable.

The next question dealt with the support of public junior colleges—should they be free to the public? It read:

“(a) Should publicly controlled junior colleges be supported entirely by public funds with no charge for tuition to students—as in public high schools today? (b) If not, what proportion of the cost should be met by student tuition?”

Somewhat less than half (43%) of the respondents thought that public junior colleges should be entirely free—the situation actually found in about one hundred public junior colleges today. Of those who thought that some part of the cost of instruction should be paid directly by the student or his parents, the consensus of opinion was that slightly less than half (46%) of the cost should be thus met. Certainly we cannot justify the situation found in some states where the cost to the student of attending a local public junior college is greater than that of attending his state university, teachers' college, or high school.

My last question was in many respects, I think, the most important of all. Is the junior college a young upstart in the field of higher education, greedily attempting to usurp the fields already adequately met by established institutions, or does it have a legitimate place in the total pattern of American higher education? Is it a rival or an ally? It is particularly important, it seems to me, especially for the group here this morning which represents all types and all levels of higher educational interests, to note the answers to the question which I phrased as follows:

“Do you feel that the junior college is primarily an institution in competition or in cooperation with other institutions of higher education?”

It is very significant, I believe, that the vote is decisively, almost five to one (83% to 17%), in favor of a recognition of the junior college as a cooperating, not as a competing, institution. With the exception of the judgments on the second question mentioned above, this is the most decisive majority, the most nearly unanimous sentiment, expressed by this group of almost two thousand judges representing all varieties and types of educational and lay experience and judgment. Every one of the ten component groups shows a strong

majority in favor of the cooperative interpretation. Even the presidents of senior colleges and universities vote almost two to one in favor of the cooperative view. Editors of national educational periodicals vote six to one for this interpretation; the laymen eight to one; and city superintendents nine to one. The unfortunate question then of the junior college *or* the senior college, may well give place to a saner and happier interpretation of the junior college *and* the senior college and other units of our varied higher educational system—all having important and largely complementary parts to play in meeting cooperatively the needs of secondary school graduates in the period before they are ready to be absorbed into the industrial life, the commercial life, the military life (only temporarily we trust), the home life, the semiprofessional life, and the professional life of the nation.

Opinions of Middle States Educators

At the close of this group of questions I invited the respondents to make a general statement giving their judgment of the significance of the junior college movement, particularly with reference to its terminal aspects—a statement which I could quote over their names if I wished to do so. If I had any doubt as to the care and thought with which these educators and laymen answered my questions it was dispelled when I read the literally hundreds of careful, thoughtful replies to this invitation. Some of them covered several pages. I wish you might read these as I have. I wish I might quote many of them here, but time prevents. I have selected extracts, however, from the statements of about a dozen of the educators in the territory of the Middle States and had hoped to be able to read them this morning but time does not even permit this so I shall simply name the individuals I have selected and leave you instead to read their statements in the printed proceedings of this meeting. They are as follows:

HAROLD BENJAMIN, *Dean, School of Education, University of Maryland*: "The extension of real educational service to the ages of 19-20-21 is inevitable. Whether the junior college plays the role it should play in this development will depend upon the vision and intelligence of the junior college faculties and administrators."

M. R. TRABUE, *Dean, School of Education, Pennsylvania State College*: "The junior college is a natural extension of the ideal of public education for all American youth."

DAVID H. MOSKOWITZ, *Assistant Superintendent of Schools, Brooklyn, New York*: "The junior college should have courses designed to bridge the gap between the school and participation in adult activities. The terminal aspects of the course should consist in an effort to prepare the student for social competence as well as vocational competence in a particular field."

LLOYD N. MORRISETT, *formerly Assistant Superintendent of Schools, Yonkers, New York*: "I regard the junior college particularly with emphasis on its terminal aspects as the logical development of our secondary school system. Without it secondary education for youth is incomplete. This type of educational training is better suited to youth than the first two years of college ordinarily are. It is the kind of general education that I advocate and recommend and hope to see unanimously adopted."

IRWIN A. CONROE, *State Department of Education, Albany, New York*: "Since 1936 my faith in terminal programs and my sense of need thereof have grown apace."

ROBERT H. MORRISON, *State Department of Education, Trenton, New Jersey*: "The junior college has a unique function in educating men and women for service in semiprofessional positions. No institution has done this adequately."

SAMUEL P. CAPEN, *Chancellor, University of Buffalo, New York*: "It seems to me a hopeful sign that junior colleges are now examining themselves carefully and objectively. I should deprecate, however, any pressures in the direction of uniformity whether of type or of objective. Terminal courses will be the most important business of junior colleges in some places, probably in more places than now have access to such courses."

J. HILLIS MILLER, *formerly President, Keuka College, New York; now with the New York State Department of Education*: "In a democracy it is imperative that we give the benefit of higher education to as many as possible. Higher education for the few is a luxury. Approximately 50 per cent of college students do not graduate from college. Many of those students should have terminal courses with the concomitant satisfaction of having completed a unit of work."

W. E. EDDY, *President, Hobart College, New York*: "The extension of the period of general education by two years would make it possible to give more adequate preparation for citizenship, better basic training for vocations, and more intelligent guidance in the choice of a vocation."

ROBERT M. STEELE, *President, Pennsylvania State Teachers College, California*: "The junior college's offering of terminal

courses is an absolute necessity under present social and economic conditions."

J. G. FLOWERS, *President, Pennsylvania State Teachers College, Lock Haven*: "I think the junior college movement one of the most significant movements in education at the present time and in view of the present crisis it seems to me to be an obligation on the part of society to take care of the group which is now drifting."

ALBERT L. ROWLAND, *President, Pennsylvania State Teachers College, Shippensburg*: "I feel that the junior college movement is a national and inevitable extension of our general educational program which is designed to provide for all the children of all the people an adequate educational opportunity."

J. NELSON NORWOOD, *President, Alfred University, New York*: "I believe there is real need of two-year courses above the high school courses of a terminal nature especially in technical fields, citizenship, and vocational lines."

W. H. COWLEY, *President, Hamilton College, New York*: "The junior college is a desirable movement in general. It will stir many four-year colleges from their slumber."

The Associate's Degree

How is completion of the junior college signalized for thousands of young people graduating from these institutions each year? A recent study which I have been making shows a marked and increasing use of the title or degree of Associate in Arts or Associate in Science since this designation was first used at the junior colleges of the University of Chicago 40 years ago. This badge of academic achievement may not be so important for the transfer student who will later receive the baccalaureate degree, but it has distinct significance and offers added academic dignity and recognition for the terminal student. Though incomplete, my study so far indicates that the Associate of Arts or less frequently the Associate in other fields is now given in some 240 junior colleges in 40 states and the District of Columbia; that more than 100,000 Associates' degrees or titles have been given in junior colleges in the past 20 years; that they were given to more than 14,000 junior college students last June alone; that this practice to mark the completion of two years of collegiate education is increasing. Particularly significant is the decision of the University of California, announced only last month, hereafter to confer the degree of Associate in Arts on all students who complete

the Lower Division work, the former junior certificate being discontinued entirely.

We know that recently President Hutchins of the University of Chicago and a few others have advocated the conferring of the bachelor's degree by the junior college. Whether or not this procedure may be logical may be debatable—but to me it seems in any case to be distinctly undesirable. I cannot conceive of any procedure likely to develop greater antagonism, rivalry, hostility, misunderstanding, and academic hairpulling on the part of the senior colleges and the junior colleges. It seems to me vastly preferable as a practical example of friendly cooperation rather than of unfriendly competition that so many junior colleges have made the decision or are rapidly making the decision to adopt instead a distinctive and unique degree of their own to represent a significant *degree* of collegiate educational progress. They are not attempting to usurp the use of the baccalaureate degree to which the four-year American college has had proprietary rights, or what the legal profession would term adverse possession, for more than 300 years. Junior college executives themselves are very strongly against use of the baccalaureate degree by their institutions. Of replies received from about 500 only 8 per cent favored the bachelor's degree at the end of the junior college course, and many of this small minority qualified their approval in some way. Only one junior college in the Middle States area was favorable. On the other hand almost half of the 500 institutions are now using the Associate's title or degree and others are planning to do so in the near future.

Conclusion

In conclusion I would say that to thousands of young people who otherwise would be deprived of such an experience, the junior college offers an inexpensive and convenient opportunity for two years of collegiate education. It is an institution where intimate contact is possible with sympathetic instructors more interested in teaching and in students than in research and specialization. It is an institution making transition easier from the guarded restrictions of the secondary school to the independent responsibility of university or adult life.

It was Oliver Wendell Holmes who, in the *Autocrat of the Breakfast Table*, once wisely observed that "the great thing in this

world is not so much where we stand, as in what direction we are moving." The evidence is ample that the junior college movement is really moving. Perhaps it is sometimes moving too rapidly. Perhaps it is sometimes moving erratically. Undoubtedly it has made mistakes and will make others. But we believe it is moving in the right direction. We believe the junior college is designed not to supplant but to supplement the traditional American college and university. The educational needs and tastes in a country the size of the United States are highly varied. On the whole, the university is distinctly selective. The junior college, in many states open by law to all high school graduates, is broadly democratic.

The junior college occupies a unique position in the American educational ladder—unquestionably higher than a glorified high school, distinctly lower than the scholarly specialization of the university. Undoubtedly it is a permanent addition to American higher education. The junior college movement is a development which promises to popularize and democratize collegiate education for the masses.

I trust you will recognize that the junior college has made, is making, and increasingly will make a real contribution to the national welfare, the subject which this paper was asked to discuss. I trust you will feel that Dr. Seashore's judgment is justified that the junior college movement is perhaps the most significant mass movement in higher education that this or any other country has ever witnessed in an equal period of time.

MIDDLE STATES ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS

LIST OF ACCREDITED COLLEGES

JANUARY 1, 1942

The original list was adopted in 1921. In the case of colleges subsequently approved the date of approval is given. Engineering schools were first included in 1927, Junior Colleges in 1932, and Teachers Colleges in 1937. The city following the name of the college is the post office, as listed in the U. S. Postal Guide.

COLLEGE	LOCATION	HEAD
DELAWARE		
University of Delaware.....	Newark	Walter Hullihen
DISTRICT OF COLUMBIA		
American University (1928)	.....	Paul F. Douglass
Catholic University of America..	.....	Rev. Joseph Corrigan
Dunbarton College (1940)	.....	Sister Rose Elizabeth
George Washington University..	.....	Cloyd Heck Marvin
Georgetown University ... (1922)	.....	Arthur A. O'Leary, S.J.
Howard University.....	.....	Mordecai W. Johnson
Trinity College.....	.....	Sister Catherine Dorothea
MARYLAND		
College of Notre Dame of Maryland (1925)	Baltimore	Sister Mary Frances
Goucher College.....	Baltimore	David Allan Robertson
Hood College (1922)	Frederick	Henry Irvin Stahr
Johns Hopkins University.....	Baltimore	Isaiah Bowman
Loyola College (1931)	Baltimore	Edward B. Bunn, S.J.
Morgan State College..... (1925)	Baltimore	D. O. W. Holmes
Mount St. Mary's College. (1922)	Emmitsburg	Rev. John L. Sheridan
St. Joseph's College..... (1927)	Emmitsburg	Sister Paula
University of Maryland.....	College Park.....	Harry Clifton Byrd
Washington College (1925)	Chestertown	Gilbert W. Mead
Western Maryland College..... (1922)	Westminster	Fred Garrigus Holloway
NEW JERSEY		
College of St. Elizabeth.....	Convent	Sister Marie Jose Byrne
Drew University (1932)	Madison	Arlo Ayres Brown
Georgian Court College.. (1922)	Lakewood	Mother M. Cecelia Scully
New Jersey College for Women..	New Brunswick.....	Margaret Trumbull Corwin
Newark College of Engineering.. (1934)	Newark	Allan R. Cullimore
Princeton University.....	Princeton	Harold Willis Dodds
Rutgers University.....	New Brunswick.....	Robert Clarkson Clothier
St. Peter's College..... (1935)	Jersey City	V. Rev. Dennis J. Domey, S.J.
Seton Hall College..... (1932)	South Orange.....	Rev. James F. Kelley
Stevens Institute of Technology.. (1927)	Hoboken	Harvey N. Davis
University of Newark.... (1941)	Newark	George H. Black
Upsala College..... (1936)	East Orange.....	Rev. Evald Benjamin Lawson
NEW YORK		
Adelphi College.....	Garden City.....	Paul Dawson Eddy
Alfred University.....	Alfred	John Nelson Norwood
Bard College.....	Annandale-on-Hudson	Charles Harold Gray

COLLEGE	LOCATION	HEAD
Barnard College.....	New York City	Virginia C. Gildersleeve
Brooklyn College.....(1933)	Brooklyn	Harry D. Gideonse
Canisius College.....	Buffalo	Very Rev. Timothy J. Coughlin
Clarkson College of Technology.. (1927)	Potsdam	James S. Thomas
Colgate University.....	Hamilton	George Barton Cutten
College of the City of New York	New York City	Nelson P. Mead
College of Mount St. Vincent....	New York City	Sister Catharine Marie
College of New Rochelle.....	New Rochelle	Rev. Mother Ignatius
College of St. Rose.....(1928)	Albany	Sister Rose of Lima
Columbia University.....	New York City	Nicholas Murray Butler
Cornell University.....	Ithaca	Edmund E. Day
D'Youville College.....(1928)	Buffalo	Mother Grace of the Sacred Heart
Elmira College.....	Elmira	William S. A. Pott
Fordham University	New York City	Rev. Robert I. Gannon
Good Counsel College....(1930)	White Plains	Rev. Mother Aloysia
Hamilton College.....	Clinton	William Harold Cowley
Hobart College.....	Geneva	John E. Lansing, Acting President
Hofstra College.....(1940)	Hempstead, L. I.	Truesdel Peck Calkins
Houghton College	Houghton	Stephen W. Paine
Hunter College.....	New York City.....	George N. Shuster
Keuka College	Keuka Park	Henry E. Allen
Manhattan College	New York City	Brother A. Victor
Manhattanville College of the Sacred Heart	New York City	Mother Grace Dammann
Marymount College	Tarrytown	Mother M. Gerard
Nazareth College.....(1930)	Rochester	Rev. Mother Rose Miriam
New York University.....	New York City	Harry Woodburn Chase
Niagara University.....(1922)	Niagara Falls.....	Rev. Joseph M. Noonan
Polytechnic Institute of Brooklyn . (1927)	Brooklyn	Harry S. Rogers
Queens College.....(1941)	Flushing	Paul J. Klapper
Rensselaer Polytechnic Institute.. (1927)	Troy	William Otis Hotchkiss
Russell Sage College.....(1928)	Troy	James Laurence Meader
St. Bonaventure's College..(1924)	St. Bonaventure.....	Thomas Plassmann
St. Joseph's College for Women.. (1928)	Brooklyn	Rev. Thomas E. Molloy
St. Lawrence University.....	Canton	Millard H. Jencks
Sarah Lawrence College..(1937)	Bronxville	Constance Warren
Skidmore College.....(1925)	Saratoga Springs.....	Henry T. Moore
Syracuse University.....	Syracuse	William Pratt Graham
Union College.....	Schenectady	Dixon Ryan Fox
University of Buffalo.....	Buffalo	Samuel P. Capen
University of Rochester.....	Rochester	Alan C. Valentine
Vassar College	Poughkeepsie	Henry Noble MacCracken
Wagner Memorial Lutheran College	Staten Island	Clarence C. Stoughton
Wells College	Aurora	William Ernest Weld
William Smith College.....	Geneva	John E. Lansing, Acting President
PENNSYLVANIA		
Albright College	Reading	Harry V. Masters
Allegheny College	Meadville	William Pearson Tolley
Bryn Mawr College.....	Bryn Mawr.....	Marion Edwards Park
Bucknell University.....	Lewisburg	Arnaud Cartwright Marts
Carnegie Institute of Technology	Pittsburgh	Robert E. Doherty
College of Chestnut Hill..(1930)	Philadelphia	Sister Maria Kostka
College Misericordia	Dallas	Sister Mary Pierre
Dickinson College.....	Carlisle	Fred Pierce Corson
Drexel Institute of Technology... (1927)	Philadelphia	Parke Rexford Kolbe
Franklin and Marshall College..	Lancaster	Theodore August Distler

COLLEGE	LOCATION	HEAD
Geneva College .....(1922)	Beaver Falls	McLeod M. Pearce
Gettysburg College	Gettysburg	Henry W. A. Hanson
Grove City College.....(1922)	Grove City	Weir C. Ketler
Haverford College.....	Haverford	Felix Morley
Immaculata College .....(1928)	Immaculata	Rev. F. J. Furey
Juniata College .....(1922)	Huntingdon	Charles C. Ellis
Lafayette College.....	Easton	William Mather Lewis
LaSalle College .....(1930)	Philadelphia	Brother Emilian James
Lebanon Valley College... (1922)	Annaville	Clyde Alvin Lynch
Lehigh University	Bethlehem	Clement C. Williams
Lincoln University.....(1922)	Lincoln University	Walter Livingston Wright
Marywood College.....	Scranton	Mother M. Josepha
Mercyhurst College.....(1931)	Erie	Mother M. Borgia Egan
Moravian College (for Men)... (1922)	Bethlehem	William N. Schwarze
Mount Mercy College.... (1935)	Pittsburgh	Mother M. Irenaeus Dougherty
Muhlenberg College	Allentown	Levering Tyson
Pennsylvania College for Women (1924)	Pittsburgh	Herbert Lincoln Spencer
Pennsylvania State College.....	State College	Ralph D. Hetzel
Rosemont College .....(1930)	Rosemont	Mother M. Cleophas
St. Francis College.....(1939)	Loretta	Rev. Edward P. Caraher, T.O.R.
St. Joseph's College.....(1922)	Philadelphia	Rev. Thomas J. Love, S.J.
St. Vincent College.....	Latrobe	R. Rev. Alfred Koch
Seton Hill College	Greensburg	James A. Wallace Reeves
Susquehanna University... (1930)	Selinsgrove	G. Morris Smith
Swarthmore College	Swarthmore	John W. Nason
Temple University.....	Philadelphia	Robert L. Johnson
University of Pennsylvania.....	Philadelphia	Thomas Sovereign Gates
University of Pittsburgh.....	Pittsburgh	John G. Bowman
University of Scranton.... (1927)	Scranton	Rev. E. Leonard
Ursinus College	Collegeville	Norman E. McClure
Villa Maria College .....(1933)	Erie	Rev. Joseph J. Wehrle
Villanova College	Villanova	Rev. Edward V. Stanford
Washington & Jefferson College..	Washington	Ralph Cooper Hutchison
Westminster College	New Wilmington.....	Robert F. Galbreath
Wilson College.....(1922)	Chambersburg	Paul Swain Havens

LIST OF ACCREDITED JUNIOR COLLEGES

COLLEGE	LOCATION	HEAD
Alliance Junior College... (1938)	Cambridge Sps., Pa.	John J. Kolasa
Bennett Junior College.... (1938)	Millbrook, N. Y.	Miss Courtney Carroll
Bucknell University Junior College .....(1937)	Wilkes-Barre, Pa.	Eugene S. Farley, Director
Canal Zone Junior College..... (1941)	Balboa, C. Z.	Roger C. Hackett
Centenary Collegiate Institute.... (1932)	Hackettstown, N. J.	Robert J. Trevorrow
Columbia Junior College.. (1933)	Washington, D. C.	Benjamin G. Wilkinson
Concordia Collegiate Institute... (1941)	Bronxville, N. Y.	Arthur J. Doege
Finch Junior College..... (1940)	New York City.....	Miss Jessica Cosgrave
Immaculata Junior College..... (1937)	Washington, D. C.	Sister Mary Genevieve
Junior College of Georgetown Visitation Convent.... (1933)	Washington, D. C.	Sister Margaret Mary Sheerin
Mount St. Agnes Junior College.. (1937)	Mount Washington, Baltimore, Md.	Sister M. Pius

COLLEGE	LOCATION	HEAD
Packer Collegiate Institute..... (1932)	Brooklyn, N. Y.	Paul David Shafer
St. Charles College..... (1939)	Catonsville, Md.	Rev. George A. Gleason, S.S.
Scranton-Keystone Junior College (1936)	La Plume, Pa.	Byron S. Hollinshead
Williamsport-Dickinson Junior College (1934)	Williamsport, Pa.	Rev. John W. Long

LIST OF ACCREDITED TEACHERS COLLEGES

New Jersey State Teachers College (1937)	Montclair, N. J.	Harry A. Sprague
New Jersey State Teachers College (1938)	Trenton, N. J.	Roscoe L. West
New York State College for Teachers (1938)	Albany, N. Y.	John M. Sayles, Acting President
State Teachers College.... (1939)	Shippensburg, Pa.	Albert Lindsay Rowland
State Teachers College.... (1941)	Indiana, Pa.	LeRoy A. King

LIST OF ACCREDITED SECONDARY SCHOOLS

JANUARY 1, 1942

(The date of first accreditation follows the name of the school. The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
DELAWARE		
Alexis I. duPont High School.... (1939)	Wilmington P. O. (Kennett Pike) (Special School District)	Thomas W. Howie
Archmere Academy..... (1941)	Claymont	Rev. Daniel F. Hurley
Caesar Rodney High School.... (1934)	Camden	William B. Simpson
Claymont High School.... (1930)	Claymont	H. E. Stahl
Delaware City High School.... (1937)	Delaware City	R. Rogers Fouracre
Delaware State College for Colored Students (High School Dept.) (1931)	Dover	Miss V. E. Jenkins
Dover High School..... (1930)	Dover	E. Hall Downes
Georgetown High School.. (1934)	Georgetown	Franklin J. Butz
Harrington High School.. (1932)	Harrington	Jacob C. Messner
John Bassett Moore High School (1928)	Smyrna	George R. Miller, Jr.
Laurel High School..... (1936)	Laurel	Charles P. Helm
Lewes High School..... (1932)	Lewes	Richard A. Shields
Middletown High School.. (1937)	Middletown	Gilbert Nickel
Milford High School.... (1936)	Milford	Robert E. Shilling
Newark High School.... (1928)	Newark	William K. Gillespie
Saint Andrew's School.... (1936)	Middletown	Rev. Walden Pell, 2nd
Sanford Preparatory School of the Sunny Hills School.... (1938)	Wilmington	Mrs. Ellen Q. Sawin
Seaford High School (1930)	Seaford	Milman E. Prettyman
Tower Hill School (1928)	Wilmington	James S. Guernsey
Ursuline Academy..... (1928)	Wilmington	Mother Margaret Immaculata, O.S.U.
William Penn High School..... (1934)	New Castle	Harold C. Whiteside
Wilmington Friends School..... (1928)	Wilmington	Wilmot R. Jones
<i>Wilmington Public High Schools:</i>		
Howard High School... (1930)	Wilmington	George A. Johnson
Pierre S. duPont High School (1936)	Wilmington	R. L. Talbot
Wilmington High School..... (1928)	Wilmington	Clarence A. Fulmer
	(Delaware Ave. & Monroe St.)	
DISTRICT OF COLUMBIA		
Academy of the Holy Cross..... (1930)	Washington	Sister Maria Antonia
	(2935 Upton St., N. W., Dunbarton Heights)	
Academy of Notre Dame.. (1931)	Washington	Sister Julitta
	(North Capitol & K Sts., N. E.)	

SCHOOL	LOCATION	HEAD
Academy of the Sacred Heart... (1932)	Washington (1621 Park Rd., N. W.)	Sister Mary Irene Buckley
Devitt School (1928)	Washington (2955 Upton St., N. W.)	{Dwight C. Bracken {John F. Byerly
Georgetown Visitation Convent School (1930)	Washington (1500 35th St., N. W., Georgetown Heights)	Sister Margaret Mary Sheerin
Gonzaga College High School... (1933)	Washington (27 Eye St., N. W.)	Rev. Francis E. Garner
Gunston Hall (1928)	Washington (1906 Florida Ave., N. W.)	{Miss Mary B. Kerr {Miss Beulah C. Compton
Holton-Arms School (1928)	Washington (2125 S St., N. W.)	Miss Frederika Hodder
Holy Trinity High School . (1933)	Washington (36th & O Sts., N. W., Georgetown)	Sister M. Josepha Higgins
Immaculata Seminary..... (1928)	Washington (4300 Wisconsin Ave., N. W.)	Sister Virginia
Maret School (1942)	Washington (2118 Kalorama Rd.)	Mrs. Alice Parker Fisher
Mount Vernon Seminary .. (1928)	Washington (3801 Nebraska Ave., N. W.)	Miss Helen C. Hastings
National Cathedral School (Girls) (1932)	Washington (Wisconsin Ave. & Woodley Rd., N. W., Mount Saint Alban)	Miss Mabel B. Turner
Saint Albans, The National Cathedral School for Boys .. (1928)	Washington (Massachusetts & Wisconsin Aves., N. W., Mount Saint Alban)	Rev. Albert H. Lucas
Saint Anthony's High School.... (1938)	Washington (12th & Lawrence Sts., N. E., Brookland)	Sister M. Anselm
Saint Cecilia's Academy .. (1934)	Washington (601 E. Capitol St.)	Sister M. Agneze
Saint John's College High School (1929)	Washington (1225 Vermont Ave., N. W.)	Brother E. Joseph
Saint Paul's Academy.... (1934)	Washington (1421 Vee St., N. W.)	Sister M. Rose Estelle
Saint Rose's Technical School.... (1940)	Washington (2200 California St., N. W.)	Sister Gertrude
Sidwell Friends School, The..... (1928)	Washington (3901 Wisconsin Ave., N. W.)	Albert E. Rogers
<i>Washington Public High Schools:</i>		
Anacostia High School.. (1939)	Washington (16th & R Sts., S. E., Anacostia)	John Paul Collins
Armstrong High School . (1929)	Washington (O St. bet. 1st & 3rd, N. W.)	Harold A. Haynes
Cardozo High School... (1932)	Washington (9th St. & Rhode Island Ave., N. W.)	Robert N. Mattingly
McKinley High School.. (1929)	Washington (2nd & T Sts., N. E.)	Frank C. Daniel
Paul Lawrence Dunbar High School (1929)	Washington (1st & N Sts., N. W.)	Walter L. Smith

SCHOOL	LOCATION	HEAD
Theodore Roosevelt High School (1929)	Washington (13th & Upshur Sts., N. W.)	Miss May P. Bradshaw
Washington Central High School (1929)	Washington (4301 13th St. at Clifton St., N. W.)	Lawrence G. Hoover
Washington Eastern High School (1929)	Washington (17th & E. Capitol Sts.)	Charles S. Hart
Washington Western High School (1929)	Washington (35th & R Sts., N. W.)	Dr. Elmer S. Newton
Woodrow Wilson High School (1937)	Washington (Nebraska Ave. & Chesapeake St.)	Norman J. Nelson
Woodward School for Boys..... (1928)	Washington (1736 G St., N. W.)	Leroy J. Maas
MARYLAND		
Annapolis High School.... (1940)	Annapolis (Chase Ave. at Constitution Ave.)	Dr. Howard A. Kinhart
Baltimore Friends School . (1928)	Baltimore (5114 N. Charles St., Homeland)	Edwin C. Zavitz
<i>Baltimore Public High Schools:</i>		
Baltimore City College . (1942)	Baltimore (33rd St. & the Alameda)	Dr. Philip H. Edwards
Baltimore Eastern High School (1928)	Baltimore (33rd St. & Loch Raven Rd.)	Miss Laura J. Cairnes
Baltimore Polytechnic Institute (1928)	Baltimore (North Ave. & Calvert St.)	Wilmer A. Dehuff
Baltimore Southern Junior-Senior High School . (1935)	Baltimore (Warren Ave. & William St.)	John H. Schwatka
Baltimore Western High School (1928-33; 1935)	Baltimore (Pulaski St. & Gwynns Falls Parkway)	Miss Mildred M. Coughlin
Forest Park High School..... (1928-32; 1936)	Baltimore (Chatham Rd. & Eldorado Ave.)	Wendell E. Dunn
Frederick Douglass Senior-Junior High School. (1928)	Baltimore (Calhoun & Baker Sts.)	Harry T. Pratt
Patterson Park Junior-Senior High School (1940)	Baltimore (Ellwood Ave. & Pratt St.)	Norman L. Clark
Bel Air High School..... (1938)	Bel Air (E. Gordon St.)	Benjamin S. Carroll
Bethesda-Chevy Chase High School (1931)	Bethesda (E. Gordon St.)	Thomas W. Pyle
Brunswick Junior-Senior High School (1928)	Brunswick (320 Cathedral St. at Mulberry)	Arvin P. Jones
Calvert Hall High School. (1928)	Baltimore (320 Cathedral St. at Mulberry)	Brother E. James
Catonsville High School .. (1929)	Baltimore (Bloomsbury Ave., Catonsville)	D. W. Zimmerman

SCHOOL	LOCATION	HEAD
<i>Cumberland Public High Schools:</i>		
Allegany High School... (1928)	Cumberland (616 Sedgwick St.)	Ralph R. Webster
Fort Hill High School .. (1931)	Cumberland	Victor D. Heisy
Franklin Day School..... (1941)	Baltimore (24 W. Franklin St.)	Dr. Bird Terwilliger
Frederick High School (1928)	Frederick	Wilbur Devilbiss
Gaithersburg Junior-Senior High School (1932)	Gaithersburg	Maxwell E. Burdette
Georgetown Preparatory School (1928)	Garrett Park (Rockville Pike)	Rev. Robert P. Arthur
Gilman Country School for Boys (1936)	Baltimore (5047 Roland Ave., Roland Park)	E. Boyd Morrow
Glen Burnie High School.. (1936)	Glen Burnie	Miss Louise Tod Motley
Greenwood School..... (1937)	Baltimore (Boyce Ave., Ruxton)	Miss Mary A. Elcock
Hagerstown High School.. (1928)	Hagerstown	John D. Zentmyer
Hannah Moore Academy.. (1931)	Reisterstown	Miss Laura Fowler
Landon School for Boys... (1936)	Washington, P. O., D. C. .. (Wilson Lane, Edgemoor, Md.)	Paul L. Banfield
Loyola High School of Baltimore (1933)	Baltimore (Boyce Ave. & Chestnut Rd., Towson)	Rev. John A. Convery
McDonogh School (1928)	McDonogh	Major Louis E. Lamborn
Montgomery Blair Senior High School (1932)	Silver Spring (Wayne Ave. & Dale Drive)	Edgar Meritt Douglass
Mount Saint Agnes School. (1928)	Baltimore (Mount Washington)	Sister M. Kathleen
Mount Saint Joseph's College (High School) (1933)	Baltimore (Carroll Station)	Brother Oswald
Notre Dame of Maryland—High School (1928)	Baltimore (N. Charles St., Roland Park)	Sister Mary Coeline
Oldfields School..... (1942)	Glencoe	Duncan McCulloch
Park School of Baltimore, The... (1928)	Baltimore (3025 Liberty Heights Ave.)	Hans Froelicher, Jr.
Richard Montgomery High School (1932)	Rockville	Miss Edna E. Hauke
Roland Park Country School.... (1928)	Baltimore (817 W. University Parkway, Roland Park)	Miss Elizabeth M. Castle
Saint Charles College High School (1939)	Baltimore (Maiden Choice Lane, Catonsville)	Rev. Daniel C. Fives
Saint James School..... (1930)	Saint James School Post Office	James B. Drake
Saint Joseph's High School..... (1930)	Emmitsburg	Sister Genevieve Miller
Saint Mary's Female Seminary.. (1931)	Saint Mary's City	Miss M. Adele France
Seton High School..... (1931)	Baltimore (2800 N. Charles St.)	Sister Mary Louise
Sherwood High School.... (1932)	Sandy Spring	William B. Marks
Takoma Academy..... (1935)	Washington, P. O., D. C. ... (Takoma Park, Md.)	Conard N. Rees
Towson High School..... (1942)	Baltimore (Towson)	Reade W. Corr

SCHOOL	LOCATION	HEAD
Trinity Preparatory School..... (1941)	Ilchester	Sister Elizabeth Carmelita Gerety
West Nottingham Academy..... (1932)	Colora	J. Paul Slaybaugh
Wicomico High School....(1932)	Salisbury	Clarence H. Cordrey
NEW JERSEY		
A. J. Demarest High School..... (1928)	Hoboken	Arthur E. Stover
Abraham Clark High School.... (1932)	(4th & Garden Sts.) Roselle	George F. Freifeld
Academy of Holy Angels .(1933)	Fort Lee	Sister M. Frances Therese
Academy of Saint Elizabeth..... (1928)	Convent Station	Sister Marie Josephine
Admiral Farragut Academy..... (1937)	Pine Beach	Earle Russell Closson
Asbury Park High School .(1928)	Asbury Park	Charles S. Huff
Atlantic City High School .(1939)	Atlantic City	Charles R. Hollenbach
	(Albany & Atlantic Aves.)	
Atlantic Highlands High School.. (1928)	Atlantic Highlands	Herbert S. Meinert
Audubon High School.....(1931)	Audubon	Miss Grace N. Kramer
Bayonne Senior High School..... (1928)	Bayonne	Dr. Walter F. Robinson
Beard's School for Girls, Miss.. (1928)	Orange	{Miss Lucie C. Beard
	(560 Berkeley Ave.)	{Miss Sara C. Turner
Belleville High School....(1934)	Belleville	H. D. Kittle
Bernards High School....(1928)	Bernardsville	W. Ross Andre
Blair Academy.....(1928)	Blairtown	Dr. Charles H. Breed
Bloomfield High School... (1928)	Bloomfield	Joseph Ellsworth Poole
Bogota High School	Bogota	Earl E. Purcell
Boonton High School	Boonton	Clarence E. Boyer
Bordentown Military Institute... (1928)	Bordentown	Harold Morrison Smith
Bound Brook High School.(1928)	Bound Brook	G. Harvey Nicholls
Bridgeton High School....(1931)	Bridgeton	Harry C. Smalley
Burlington High School...(1928)	Burlington	Miss Elizabeth A. Ditzell
Camden Catholic High School... (1934)	Camden	Sister Mary Christine
Camden High School.....(1928)	(7th & Federal Sts.) Camden	Carleton R. Hopkins
	(Park Blvd. & Baird Ave.)	
Cape May High School...(1938)	Cape May	Paul S. Ensminger
Carteret High School.....(1929)	Carteret	Miss Anna Drew Scott
Carteret School for Boys..(1928)	Orange	Dr. Eugene M. Hinton
	(700 Prospect Ave., West Orange)	
Chatham High School....(1939)	Chatham	Dr. Everett V. Jeter
Cliffside Park Senior-Junior High School	Cliffside Park	Dr. Robert L. Burns
Clifton High School	Clifton	Walter F. Nutt
Closter High School	Closter	C. F. Sailer
College High School of the State Teachers College at Montclair	Upper Montclair	Arthur M. Seybold
Collingswood Senior High School	Collingswood	Percy S. Eichelberger
Columbia Senior High School... (1928)	South Orange	Curtis H. Threlkeld
	(17 Parker Ave.)	
Cranford High School....(1928)	Cranford	Ray A. Clement
Dover High School.....(1928)	Dover	William S. Black
Dumont High School.....(1939)	Dumont	Alfred W. Heath
Dunellen High School....(1938)	Dunellen	W. F. Bolen

SCHOOL	LOCATION	HEAD
Dwight Morrow High School.... (1928)	Englewood	George W. Paulsen
<i>East Orange Public High Schools:</i>		
Clifford J. Scott High School.. (1940)	East Orange	Dr. Lemuel R. Johnston
East Orange High School..... (1928)	(129 Renshaw Ave.) East Orange	Ralph E. Files
East Rutherford High School.... (1938)	(34 N. Walnut St.) East Rutherford	George L. Dierwechter
<i>Elizabeth Public High Schools:</i>		
Battin High School.....(1928)	Elizabeth	William M. Duncan
Thomas Jefferson High School .. (1931)	(South & S. Broad Sts.) Elizabeth	Porter W. Averill
Englewood School for Boys..... (1940)	(East Scott Place) Englewood	Marshall L. Umpleby
Flemington High School... (1928)	(363 E. Palisade Ave.) Flemington	Harold S. Goldsmith
Fort Lee Junior-Senior High School	Fort Lee	Lewis F. Cole
Freehold High School.....(1928)	Freehold	Miss Lillian F. Lauler
Glassboro High School....(1931)	Glassboro	Leon C. Lutz
Glen Ridge Senior High School.. (1928)	Glen Ridge	Alfred C. Ramsay
Gloucester City Junior-Senior High School..(1928-33; 1936)	Gloucester City	Wendell Sooy
Grover Cleveland High School .. (1928)	Caldwell	Richard M. Elsea
Hackensack Senior High School.. (1928)	Hackensack	Dr. Boutelle E. Lowe
Hackettstown High School.(1930)	Hackettstown	Frank A. Souders
Haddon Heights High School.... (1928)	Haddon Heights	Miss Emily P. Rockwood
Haddonfield Memorial High School	Haddonfield	William W. Reynolds
Hammonton High School..(1928)	Hammonton	Paul S. Gillespie
Harrison High School.....(1928)	Harrison	William F. Grant
Hartridge School.....(1933)	Plainfield	Miss Frances Hurrey
Hasbrouck Heights High School .. (1929)	Hasbrouck Heights	John William MacDonald
Hawthorne High School ..(1936)	Hawthorne	George J. Geier
Highland Park High School..... (1940)	Highland Park	Alger Y. Maynard
Hightstown High School ..(1928)	Hightstown	Dr. Joseph L. Schultz
Hillside High School.....(1930)	Elizabeth	Wilbur H. Cox
Irvington High School....(1928)	(1085 Liberty Ave., Hillside) Newark	Edward D. Haertter
Jamesburg High School... (1942)	(1253 W. Clinton Ave., Irvington) Jamesburg	Fred W. Evans
<i>Jersey City Public High Schools:</i>		
Henry Snyder High School.... (1940)	Jersey City	John M. Kerwin
James J. Ferris High School .. (1940)	(Bergen & Myrtle Aves.) Jersey City	John O'Regan
Lincoln High School....(1928)	(Coles & 7th Sts.) Jersey City	Thomas H. Quigley
William L. Dickinson High School	(Crescent Ave.) Jersey City	Dr. Frank J. McMackin
Jonathan Dayton Regional High School	(Newark & Palisades Ave.) Springfield	Warren W. Halsey

SCHOOL	LOCATION	HEAD
Kearny High School.....(1928)	Arlington (Devon St., Kearny)	George G. Mankey
Kent Place School.....(1928-36; 1938)	Summit	Miss Harriet L. Hunt
Lakewood Junior-Senior High School .....(1928)	Lakewood	Oliver B. Lane
Lawrenceville School .....(1928)	Lawrenceville	Allan Vanderhoef Heely
Leonia High School.....(1928)	Leonia	Carl W. Suter
Linden High School.....(1928)	Linden	Miss Lida M. Ebbert
Lodi High School .....(1939)	Lodi	Marinus Charles Galanti
Long Branch Senior High School .....(1928)	Long Branch	R. Preston Shoemaker, Jr.
Lyndhurst High School....(1930)	Lyndhurst	Edmund Burke
Madison High School....(1928)	Madison	Ward A. Shoemaker
Manasquan High School ..(1935)	Manasquan	Dr. Marion C. Woolson
Merchantville High School..... (1932)	Merchantville	J. Edgar Bishop
Metuchen High School....(1928)	Metuchen	Elmo E. Spoerl
Middle Township High School... (1928)	Cape May Court House ...	Carroll F. Wilder
Middletown Township High School .....(1936)	Leonardo	William K. McGill
Millburn High School....(1928)	Millburn	R. John Brettnall
Montclair Academy .....(1928)	Montclair	Walter D. Head
Montclair High School....(1928)	Montclair	Harold A. Ferguson
Moorestown Friends' School..... (1928)	Moorestown	Chester L. Reagan
Moorestown High School..(1928)	Moorestown	Dr. Mary E. Roberts
Morristown School.....(1933)	Morristown	Earl N. Evans
Mount Holly High School..... (1928-35; 1938)	(Box 71) Mount Holly	Milford Franks
Mount Saint Dominic Academy.. (1934)	Caldwell	Sister M. Servatia
Mount Saint Mary's Academy... (1937)	Plainfield	Sister Mary Wilfred
Mountain Lakes High School.... (1940)	(North Plainfield Sta.) Mountain Lakes	E. W. Anibel
Neptune Township High School.. (1928)	Ocean Grove	Harry A. Titcomb
New Brunswick Senior High School .....(1928)	New Brunswick	Robert C. Carlson
Newark Academy .....(1928)	Newark	H. Paul Abbott
<i>Newark Public High Schools:</i>		
Barringer High School..(1928)	(215 First St.) Newark	Michael R. McGreal
Newark Central Commercial and Technical High School (1928)	(49 Parker St.) Newark	Stanton A. Ralston
Newark East Side Commercial and Technical High School (1928)	(345 High St.) Newark	William V. Wilmot
Newark South Side High School (1933)	(238 Van Buren St.) Newark	Arthur W. Belcher
Newark Weequahic High School .....(1935)	(94 Johnson Ave.) Newark	Max J. Herzberg
Newark West Side High School .....(1929)	(279 Chancellor Ave.) Newark	Reyburn A. Higgins
Newman School.....(1928)	(425 S. Orange Ave.) Lakewood	Xavier Prum

SCHOOL	LOCATION	HEAD
North Plainfield High School.... (1928)	Plainfield (Greenbrook Rd., North Plainfield)	Howard G. Spalding
Nutley High School.....(1928)	Nutley	Dr. Floyd E. Harshman
Ocean City High School... (1928)	Ocean City	George W. Meyer
Orange High School..... (1928)	Orange	Howard L. Goas
Palmyra High School..... (1930)	Palmyra	Miss Veva M. Brower
Park Ridge High School... (1930)	Park Ridge	Mrs. May E. Hallett
Passaic Senior High School.... (1928)	Passaic	O. A. Kennedy
<i>Paterson Public High Schools:</i>		
Paterson Central High School.. (1928)	Paterson	Joseph F. Manley
Paterson Eastside High School . (1928)	(Hamilton St.) Paterson	Francis R. North
Paulsboro High School....(1928- 33; 1936)	(Park Ave.) Paulsboro	J. Paul Heritage
Peddie School, The.....(1928)	Hightstown	Willbourn Eddy Saunders
Pemberton High School... (1935)	Pemberton	M. Gregg Hibbs, Jr.
Pennington School for Boys..... (1930-35; 1937)	Pennington	Dr. Francis Harvey Green
Perth Amboy High School . (1928)	Perth Amboy	Miss Rose McCormick
Pingry School, The.....(1928)	Elizabeth	E. Laurence Springer
Pitman High School.....(1928)	(87 Parker Rd.) Pitman	H. B. Cooper
Plainfield High School....(1928)	Plainfield	Dr. Galen Jones
Point Pleasant Beach High School (1939)	Point Pleasant	Joseph E. Clayton
Princeton Junior-Senior High School	(Trenton & Bay Aves.) Princeton	Dr. Ted B. Bernard
Prospect Hill School.....(1928)	Newark	Dr. Albert A. Hamblen
Rahway High School (1933)	(346 Mount Prospect Ave.) Rahway	Ralph N. Kocher
Ramsey High School (1939)	Ramsey	Guy W. Moore
Red Bank Catholic High School.. (1934)	Red Bank	Sister Mary Angelica
Red Bank Senior High School... (1928)	Red Bank	Harry C. Sieber
Ridgefield Park High School.... (1930)	Ridgefield Park	Frederic K. Shield
Ridgewood High School... (1928)	Ridgewood	George A. F. Hay
Roselle Park High School . (1928)	Elizabeth	G. Hobart Brown
Roxbury High School.....(1938)	(Grant Ave., West, Roselle Park) Succasunna	Vernard F. Group
Rumson High School.....(1940)	Rumson	Dr. Charles A. Wolbach
Rutgers Preparatory School, The (1928)	New Brunswick	Stanley Shepard, Jr.
Rutherford High School..... (1928-35; 1940)	Rutherford	Wilmot H. Moore
Saint Benedict's Preparatory School	Newark	Rev. Boniface Reger
Saint John Baptist School (Girls) (1935)	(520 High St.) Mendham	Sister Agnes Genevieve
Saint Mary's Cathedral Girls' Catholic High School . (1940)	Trenton	Sister Barbara
Saint Mary's Hall.....(1936)	(Bank St.) Burlington	Miss Florence Lukens Newbold
Saint Peter's College High School	Jersey City	Rev. Francis J. Shalloe
Scotch Plains High School . (1932)	(144 Grand St.) Scotch Plains	Robert Adams, Jr.

SCHOOL	LOCATION	HEAD
Seton Hall Preparatory School... (1931)	South Orange (400 South Orange Ave.)	Rev. William N. Bradley
Somerville High School... (1928)	Somerville	Frank H. Lewis
Stevens Hoboken Academy..... (1935; 1937)	Hoboken	B. F. Carter
Summit High School..... (1934)	Summit	A. J. Bartholomew
Swedesboro High School.. (1928)	Swedesboro	Walter H. Hill
Teaneck High School.... (1935)	Teaneck	Charles L. Steel, Jr.
Tenafly High School..... (1928)	Tenafly	Karl L. Ritter
Trenton Central Senior High School (1928)	Trenton	Dr. Paul R. Spencer
	(Hamilton Ave. & Chambers St.)	
<i>Union City Public High Schools:</i>		
Emerson High School... (1929)	Union City	Joseph J. Maney
	(318 Eighteenth St.)	
Union Hill High School . (1928)	Union City	Harry S. Stahler
	(768 Hudson Ave.)	
Vail-Deane School..... (1928)	Elizabeth	Miss Eleanor Denison
	(618 Salem Ave.)	
Vineland High School.... (1936)	Vineland	Mrs. Anna M. Clippinger
Washington High School.. (1934)	Washington	Donald H. Fritts
Weehawken High School.. (1928)	Union City	Robert vS. Reed
	(Hauxhurst Ave., Weehawken)	
West Orange High School. (1928)	West Orange	Frederick W. Reimherr
Westfield Senior High School.... (1928)	Westfield	Dr. Frank N. Neubauer
Westwood High School... (1939)	Westwood	Charles S. Muschell
Wildwood High School... (1931)	Wildwood	Dr. John P. Lozo
William McFarland High School (formerly Bordentown High School) ... (1929-1933; 1935)	Bordentown	Miss Anna T. Burr
Woodbridge High School.. (1928)	Woodbridge	Arthur C. Ferry
Woodbury High School... (1928)	Woodbury	Lloyd L. Lammert
Woodstown High School.. (1928)	Woodstown	Mrs. Helen Jones Perry
NEW YORK		
A. B. Davis High School . (1932)	Mount Vernon	Dr. Hugh H. Stewart
Adelphi Academy (1928)	Brooklyn, New York City ... (282 Lafayette Ave.)	William Slater
Adirondack-Florida School (1941)	Onchiota	Kenneth O. Wilson
Albany Academy, The.... (1928)	Albany	Harold T. Stetson
	(Academy Rd.)	
Albany Academy for Girls..... (1928)	Albany	Miss Rhoda Harris
	(155 Washington Ave.)	
Albany High School (1939)	Albany	Dr. Harry E. Pratt
	(141 Western Ave.)	
Aquinas Institute of Rochester... (1928)	Rochester	Rev. J. H. O'Loane
	(1127 Dewey Ave.)	
Avon High School..... (1934)	Avon	James H. Green
Barnard School for Boys.. (1928)	Bronx, New York City..... (4411 W. 244th St. at Cayuga Ave., Fieldston)	Dr. William Livingston Hazen
Barnard School for Girls . (1930)	Bronx, New York City..... (554 Ft. Washington Ave.)	Miss Margaret D. Gillette
Bay Shore High School... (1928)	Bay Shore	Warde G. McLaughlin
Berkeley Institute (1928)	Brooklyn, New York City... (181 Lincoln Place)	Miss Ina C. Atwood
Binghamton Central High School (1928)	Binghamton	William M. Bush

SCHOOL	LOCATION	HEAD
Birch Wathen School.....(1936)	Manhattan, New York City (149 West 93rd St.)	Harrison W. Moore
Blessed Sacrament Convent School .....(1939)	Manhattan, New York City (168 West 79th St.)	Sister Maria
Brooklyn Friends School..(1928)	Brooklyn, New York City... (112 Schermerhorn St.)	Douglas G. Grafflin
Brooklyn Preparatory School.... (1928)	Brooklyn, New York City... (1150 Carroll St.)	Rev. John H. Klocke
Browning School for Boys..(1941)	Manhattan, New York City (52 East 62nd St.)	Arthur J. Jones
Buffalo Seminary, The....(1928)	Buffalo (203 Bidwell Parkway)	Miss L. Gertrude Angell
Calhoun School, The .....(1928)	Manhattan, New York City (309 West 92nd St.)	{ Miss Mary E. Calhoun { Miss Ella C. Levis
Canandaigua Academy ... (1928)	Canandaigua Edward H. Lomber	
Canisius High School of Buffalo (1928)	Buffalo (651 Washington St.)	Dr. Lorenzo K. Reed
Cathedral School of Saint Mary (1928)	Garden City Miss Marion B. Reid	
Cazenovia Seminary, The..(1928)	Cazenovia Daniel W. Terry	
Chapin School, The, Ltd. .(1928)	Manhattan, New York City (100 East End Ave.)	Miss Ethel G. Stringfellow
Cohoes High School .....(1928)	Cohoes (Columbia St.)	Charles E. Wheeler
Collegiate School for Boys..(1928)	Manhattan, New York City (241 West 77th St.)	Wilson Parkhill
Columbia Grammar School (1928)	Manhattan, New York City (5 West 93rd St.)	Frederic A. Alden
Columbia School of Rochester, The (Girls) .....(1940)	Rochester (22 S. Goodman St.)	Mrs. Della E. Simpson
Corning Free Academy....(1928)	Corning Wilbur T. Miller	
Cortland Junior-Senior High School .....(1929)	Cortland John H. Burke	
De Veaux School.....(1928)	Niagara Falls..... Dr. George Lloyd Barton, Jr.	
Dobbs Ferry High School..(1935)	Dobbs Ferry..... Harold C. Marcy	
Drew Seminary for Young Women .....(1928)	Carmel Dr. Herbert E. Wright	
Dwight School .....(1928)	Manhattan, New York City (72 Park Ave.)	Ernest Greenwood
East Hampton High School..(1928)	East Hampton Leon Q. Brooks	
Eastchester High School... (1941)	Tuckahoe (White Plains Post Rd., at Stewart Place)	Douglas S. MacDonald
Emma Willard School....(1928)	Troy Dr. Eliza Kellas	
Female Academy of the Sacred Heart .....(1928)	Albany (Kenwood)	Mother Louise Benziger
Fieldston School of the Ethical Culture Schools .....(1928)	Bronx, New York City..... (Fieldston Rd. & Spuyten Duyvil Parkway)	Luther H. Tate
Fordham Preparatory School (1928)	Bronx, New York City..... Rev. Joseph O'Connell	
Franklin School .....(1928)	Manhattan, New York City (18 West 89th St.)	{ David P. Berenberg { Clifford W. Hall
Fredonia High School ....(1928)	Fredonia Claude R. Dye	
Friends' Academy .....(1928)	Locust Valley Harold A. Nomer	
Friends' Seminary.....(1928)	Manhattan, New York City (15 Rutherford Place)	S. Archibald Smith
Garden Country Day School.... (1935)	Queens, New York City (33-16 79th St., Jackson Heights, Flushing)	Otis Preston Flower

SCHOOL	LOCATION	HEAD
Geneva High School.....(1928)	Geneva	Louis M. Collins
Goodyear-Burlingame School (1929)	Syracuse	Miss Marion S. Edwards
Great Neck High School..(1928)	(625 James St.)	
Hackley School.....(1933)	Great Neck	Ruel E. Tucker
Harley School.....(1932)	Tarrytown	Dr. Mitchell Gratwick
	Rochester	Miss Louise M. Sumner
	(1981 Clover St., R.F.D. No. 1)	
Hastings-on-Hudson High School (1928)	Hastings-on-Hudson	C. Darl Long
Hempstead High School...(1935)	Hempstead	Dr. Raymond Maure
	(70 Greenwich St.)	
Horace Mann High School for Girls	Manhattan, New York City	Dr. Rollo G. Reynolds
(1931)	(551 West 120th St.)	
Horace Mann School for Boys, The	Manhattan, New York City	Dr. Charles C. Tillinghast
(1928)	(231 West 246th St.)	
Hornell Junior-Senior High School	Hornell	Edward W. Cooke
(1928)		
Hudson High School.....(1928)	Hudson	John T. Kaemmerlen
Huntington High School ..(1928)	Huntington	Robert L. Simpson
Ithaca High School.....(1928)	Ithaca	Frank R. Bliss
Jamestown High School... (1928)	Jamestown	Merton P. Corwin
Johnson City High School .(1930)	Johnson City.....	Lawrence A. Wheeler
Johnstown High School ... (1929)	Johnstown	William A. Wright
Kew-Forest School.....(1928)	Queens, New York City...	Louis D. Marriott
	(Union Turnpike & Austin St., Forest Hills)	
Knox School, The.....(1930)	Cooperstown	Mrs. Louise Phillips Houghton
La Salle Military Academy..... (1936)	Oakdale	Brother Brendan
Lawrence High School....(1933)	Lawrence	Cecil C. MacDonald
Lincoln School of Teachers College, Columbia University (1934)	Manhattan, New York City (425 West 123rd St.)	Gordon R. Mirick
Long Beach High School..(1934)	Long Beach	Richard Maher
Loyola School	Manhattan, New York City (980 Park Ave., at 83rd St.)	Dr. Walter A. Reilly
(1928)		
McBurney School.....(1929)	Manhattan, New York City (5 West 63rd St.)	Thomas Hemenway
Mamaroneck High School.(1934)	Mamaroneck	T. James Ahern
Manhasset High School...(1928)	Manhasset	Kendall B. Howard
	(Memorial Place)	
Manlius School.....(1928)	Manlius	Norman S. Waldron
Marcellus Central High School.. (1934)	Marcellus	Chester S. Driver
Marymount Secondary School.... (1928)	Tarrytown	Mother M. St. Clare
Masters School, The.....(1928)	Dobbs Ferry.....	Miss Evelina Pierce
Middletown High School..(1938)	Middletown	Frederic P. Singer
Millbrook School for Boys.(1942)	Millbrook	Edward Pulling
Monticello High School...(1936)	Monticello	Kenneth L. Rutherford
Mount Saint Joseph Academy... (1934)	Buffalo	Mother M. Teresina
(1932)	(2064 Main St.)	
Mount Saint Mary's Academy... (1932)	Newburgh	Sister Mary Vincent
<i>New York City Public High Schools:</i>		
<i>Bronx Borough:</i>		
DeWitt Clinton High School (1928)	Bronx, New York City.... (100 West Mosholu Park- way, South)	A. Mortimer Clark

SCHOOL	LOCATION	HEAD
Evander Childs High School (1928)	Bronx, New York City.... (800 East Gunhill Rd.)	Dr. Hymen Alpern
James Monroe High School.. (1928)	Bronx, New York City.... (Boynton Ave. & 172nd St.)	Dr. Henry E. Hein
Morris High School...(1928)	Bronx, New York City.... (166th St. & Boston Rd.)	Fred C. White
Theodore Roosevelt High School .....(1928)	Bronx, New York City.... (500 East Fordham Rd.)	William W. Rogers
Walton High School...(1928)	Bronx, New York City.... (Reservoir Ave. & 195th St.)	Dr. Marion C. Cahill
<i>Brooklyn Borough:</i>		
Alexander Hamilton High School of Commerce (1928)	Brooklyn, New York City... (150 Albany Ave.)	Raymond L. Noonan
Brooklyn Boys High School.. (1928)	Brooklyn, New York City... (832 Marcy Ave.)	Alfred A. Tausk
Brooklyn Girls Commercial High School.....(1928)	Brooklyn, New York City... (883 Classon Ave.)	Miss Edna Ficks
Brooklyn Manual Training High School.....(1928)	Brooklyn, New York City... (237 Seventh Ave.)	Dr. Horace M. Snyder
Brooklyn Technical High School .....(1928)	Brooklyn, New York City... (29 Fort Greene Place)	Dr. Albert L. Colston
Bushwick High School.(1928)	Brooklyn, New York City... (400 Irving Ave.)	Dr. Milo F. McDonald
Erasmus Hall High School.. (1928)	Brooklyn, New York City... (911 Flatbush Ave.)	Dr. John F. McNeill
Franklin K. Lane High School .....(1928)	Brooklyn, New York City... (Jamaica Ave. & Dexter Court)	Charles E. Springmeyer
Grover Cleveland High School .....(1936)	Brooklyn, New York City... (2127 Himrod St., Ridgewood)	Dr. Charles A. Tonsor
James Madison High School (1928-30; 1936)	Brooklyn, New York City... (East 25th St. & Quentin Rd.)	William R. Lasher
Thomas Jefferson High School .....(1928)	Brooklyn, New York City... (Pennsylvania & Dumont Aves.)	Samuel Levine
<i>Manhattan Borough:</i>		
George Washington High School .....(1928)	Manhattan, New York City (192nd St. & Audubon Ave.)	Arthur A. Boylan
Haaren High School..(1929)	Manhattan, New York City (59th St. & 10th Ave.)	R. Wesley Burnham
Hunter College High School of the City of New York (1929)	Manhattan, New York City (930 Lexington Ave.)	Dr. Jean F. Brown
Julia Richman High School.. (1928)	Manhattan, New York City (317 East 67th St.)	Dr. Michael H. Lucey
Peter Stuyvesant High School (1939)	Manhattan, New York City (345 East 15th St.)	Sinclair J. Wilson
Seward Park High School... (1928-1930; 1932)	Manhattan, New York City (350 Grand St.)	Robert B. Brodie

SCHOOL	LOCATION	HEAD
Straubmuller Textile High School.....(1929)	Manhattan, New York City (351 West 18th St.)	Dr. William H. Dooley
Townsend Harris High School .....(1935)	Manhattan, New York City (17 Lexington Ave.)	Dr. Robert H. Chastney
<i>Queens Borough:</i>		
Flushing High School. (1928)	Queens, New York City..... (Northern Boulevard & Union St., Flushing)	Dr. John V. Walsh
Jamaica High School . (1928)	Queens, New York City..... (168th St. & Gothic Drive)	Dr. Charles H. Vosburgh
Newtown High School..... (1928)	Queens, New York City..... (4801 90th St., Elmhurst, L. I.)	Alfred S. Roberts
<i>Richmond Borough:</i>		
Curtis High School... (1928)	Richmond Borough, New York City (Hamilton Ave. & Saint Marks Place, Staten Island)	John M. Avent
New York Military Academy... (1932)	Cornwall-on-Hudson	H. M. Scarborough
Newark High School (1928)	Newark	Arthur E. Nash
Nichols School of Buffalo, The... (1928)	Buffalo (Amherst & Calvin Sts.)	Philip M. B. Boocock
Nightingale-Bamford School, The (1938)	Manhattan Borough, New York City (20 East 92nd St.)	Miss Maya Stevens Bamford
Northport High School.... (1929)	Northport	Chester J. Miller
Northwood School..... (1928)	Lake Placid Club.....	Dr. Ira A. Flinger
Oakwood School..... (1939)	Poughkeepsie	William J. Reagan
Oneonta High School..... (1928-1930; 1935)	Oneonta	Joseph C. McLain
Oswego High School..... (1932)	Oswego	Ralph M. Faust
Packer Collegiate Institute, The (1928)	Brooklyn, New York City... (170 Joralemon St.)	Dr. Paul David Shafer
Pawling School (1929)	Pawling	Raphael Johnson Shortlidge
Pelham High School..... (1928)	Pelham	William W. Fairclough
Pleasantville High School. (1935)	Pleasantville	Carlton W. Clough
Polytechnic Preparatory Country Day School, The..... (1928)	Brooklyn, New York City... (92nd St. & 7th Ave., Dyker Heights)	Dr. Joseph Dana Allen
Port Washington Senior High School (1933)	Port Washington.....	William F. Merrill
Regis High School..... (1928)	Manhattan, New York City (55 East 84th St.)	Rev. Edward S. Pouthier
Riverdale Country School (Boys) (1928)	Bronx, New York City..... (Fieldston Rd. & 252nd St., Riverdale-on-Hudson)	Frank S. Hackett
<i>Rochester Public High Schools:</i>		
Benjamin Franklin High School (1934)	Rochester (950 Norton St.)	Roy L. Butterfield
Charlotte High School..... (1928-1932; 1934)	Rochester (4115 Lake Ave.)	Nathaniel G. West
John Marshall High School.... (1928)	Rochester (180 Ridgeway Ave.)	Elmer W. Snyder

SCHOOL	LOCATION	HEAD
Madison High School... (1939)	Rochester (101 Epworth St.)	Frank M. Jenner
Monroe High School.... (1929)	Rochester (164 Alexander St.)	William Earl Hawley
Rochester East High School... (1928)	Rochester (410 Alexander St.)	William C. Wolgast
Rochester West High School... (1928)	Rochester (501 Genesee St.)	Dr. Charles H. Holzwarth
Rye Country Day School.. (1928)	Rye (Boston Post Rd. & Cedar St.)	Morton Snyder
Rye High School..... (1928-1932; 1935)	Rye (Parsons St.)	A. V. MacCullough
Saint Agnes School for Girls.... (1932)	Albany (Loudenville Rd.)	Miss Blanche Pittman
Saint John's Preparatory School (1934)	Brooklyn, New York City... (82 Lewis Ave.)	Rev. Charles B. Rebholz
Saint Joseph's Normal Institute (1942)	Barrytown	Brother Arcadius Patrick
Saint Mary's School, Mount Saint Gabriel (1928)	Peekskill	Sister Mary Anselm
Saint Paul's School..... (1928)	Garden City.....	Walter R. Marsh
Saint Walburga's Academic School (1928)	Manhattan, New York City (630 Riverside Drive)	Mother Mary Elizabeth
Scarborough School (1928)	Scarborough-on-Hudson	Dr. F. Dean McClusky
Scarsdale High School.... (1942)	Scarsdale	Lester W. Nelson
Scoville School for Girls.. (1935)	Manhattan, New York City (1008 Fifth Ave.)	Mrs. Elizabeth G. Atwood
Sewanhaka High School.. (1935)	Floral Park..... (Tulip & Covert Aves.)	Dr. A. T. Stanforth
Sherburne Central Rural High School (1928)	Sherburne	Edward V. Cushman
Sherrill High School..... (1928)	Sherrill	E. A. McAllister
Spence School..... (1935)	Manhattan, New York City (22 East 91st St.)	Mrs. Dorothy Brockway Osborne
Staten Island Academy, The.... (1928)	Richmond Borough, New York City (45 Wall St., Staten Island, New Brighton)	Stephen J. Botsford
Stony Brook School, The.. (1928)	Stony Brook	Dr. Frank E. Gaebelein
Trinity School (1935)	Manhattan, New York City (139 West 91st St.)	Matthew Edward Dann
Tuckahoe High School.... (1938)	Tuckahoe	Edward A. Sinnott
Ursuline School of New Rochelle, The (1930)	New Rochelle..... (1354 North Ave.)	Mother M. Francis
Utica Country Day School. (1935)	New Hartford (152 Genesee St.)	Raymond B. Johnson
Valley Stream Central High School (1934)	Valley Stream	Paul T. Wohlsen
Watkins Glen High School. (1930)	Watkins Glen.....	John A. Beers
Waverly High School.... (1930)	Waverly	Luther B. Adams
Wellsville High School.... (1928)	Wellsville	Duane H. Anderson
Woodmere Academy..... (1928)	Woodmere	Dr. Horace M. Perry
Xavier High School, The, of the College of St. Francis Xavier (1928)	Manhattan, New York City (30 West 16th St.)	Rev. Thomas J. Doyle
PANAMA CANAL ZONE		
Balboa High School..... (1929)	Balboa Heights	Sigurde E. Esser
Cristobal High School (1929)	Cristobal (Box GG)	Cecil L. Rice

SCHOOL	LOCATION	HEAD
PENNSYLVANIA		
Abington Friends School..(1935)	Jenkintown	J. Folwell Scull, Jr.
Abington Township Senior High School	Abington	Eugene B. Gernert
Academy of Notre Dame..(1930)	Philadelphia	Sister Mary Borromeo
	(West Rittenhouse Square)	
Academy of the Sacred Heart....	Philadelphia	Rev. Mother Helen Moclair
(1928)	(Eden Hall, Grant Ave. below Frankford, Torresdale)	
Academy of the Sisters of Mercy	Philadelphia	Sister Mary Bernard
(1931)	(Broad St. & Columbia Ave.)	
Agnes Irwin School, The..(1936)	Wynnewood	Miss Bertha M. Laws
Allentown High School... (1932)	Allentown	Daniel W. Hamm
Altoona High School..... (1931)	Altoona	Joseph N. Maddocks
Ambler High School..... (1928)	Ambler	Earl T. Baker
	(909 Duss Ave.)	
Ambridge Senior High School...	Ambridge	Dr. N. A. Smith
(1931)		
Aspinwall High School... (1930)	Pittsburgh	F. D. Keboch
	(4th St. & Virginia Ave., Aspinwall)	
Avalon High School..... (1930)	Pittsburgh	Charles A. Evans
	(721 California Ave., Avalon)	
Avon-Grove Joint Consolidated High School..... (1933)	West Grove (R.D.)	Hugh C. Morgan
Avonworth High School.. (1934)	Pittsburgh P. O.	Warren Hollenback
	(200 Dickson Ave., Ben Avon)	
Baldwin School, The..... (1928)	Bryn Mawr.....	Miss Rosamund Cross
Bangor High School..... (1936)	Bangor	Donald B. Keat
Barrett Township High School..	Cresco	Andrew W. Lewis
(1937)		
Beaver Falls Senior High School	Beaver Falls.....	J. Edward Smith
(1930)		
Beaver High School..... (1928)	Beaver	G. A. McCormick
Bedford High School..... (1936)	Bedford	Dr. Eugene K. Robb
Bellevue High School..... (1928)	Pittsburgh	Orville W. Hittie
	(435 Lincoln Ave., Bellevue)	
Bensalem Township High School	Cornwell Heights	Miss Cecilia Snyder
(1932)		
Biglerville High School... (1928)	Biglerville	L. V. Stock
Blairsville High School... (1929)	Blairsville	Nevin Montgomery
Boyertown High School... (1933)	Boyertown	George B. Swinehart
Bradford Senior High School....	Bradford	R. L. Custer
(1928)		
Bristol High School..... (1933)	Bristol	David L. Hertzler
Broad Top Township High School	Defiance	George V. Zimmerman
(1938)		
Brookville Junior-Senior High School	Brookville	Robert H. Ewing
(1928)		
California High School... (1934)	California	William H. First
Canton High School..... (1928)	Canton	Miss Elizabeth Bunyan
Carlisle High School..... (1930)	Carlisle	Mark N. Burkhardt
Carson Long Institute..... (1929)	New Bloomfield	Edward L. Holman
Cecilian Academy, The... (1942)	Philadelphia	Sister Irma Dolores
	(144 West Carpenter's Lane, Mt. Airy)	
Chambersburg High School.....	Chambersburg	Ralph I. Schockey
(1941)		
Charleroi Senior High School....	Charleroi	W. H. Clipman, Jr.
(1929)		

SCHOOL	LOCATION	HEAD
Cheltenham Township High School (1928)	Philadelphia (High School Rd. & Montgomery Ave., Elkins Park)	Dr. Ira R. Kraybill
Chestnut Hill Academy... (1929)	Philadelphia (500 West Willow Grove Ave.)	Charles Platt, Jr.
Clairton Senior High School.... (1928)	Clairton	Dr. E. F. Stabler
Clarks Summit and Clarks Green Joint High School.... (1928)	Clarks Summit.....	Kenneth L. Terry
Clearfield Senior High School... (1936)	Clearfield	W. Howard Mead
Clifton Heights High School.... (1941)	Clifton Heights	Russell L. Williams
Coatesville High School... (1928)	Coatesville	D. Edward Atwell
Collingdale High School.. (1934)	Collingdale	Frank H. Hartzell
Convent School of the Sacred Heart (1930)	Philadelphia (City Line & Haverford Rd., Overbrook)	Mother H. Fitzgerald
Coraopolis Senior High School... (1929)	Coraopolis	A. Glenn Clark
Crafton High School..... (1928)	Pittsburgh (Crafton)	Louis F. Brunk
Darby High School..... (1928)	Darby	J. Wallace Saner
Dormont High School..... (1928)	Pittsburgh (Annapolis Ave., Dormont)	C. E. Glass
Downingtown Junior-Senior High School..... (1935)	Downingtown	Warren N. Butler
Doylestown Borough High School (1929)	Doylestown	Hollis Lachat
DuBois High School..... (1929)	DuBois	E. J. Mansell
East Pittsburgh Junior-Senior High School..... (1936)	East Pittsburgh	Henry G. Beamer
East Stroudsburg Senior High School (1935)	East Stroudsburg.....	Ralph O. Burrows
East Washington High School... (1928)	Washington	Edward F. Westlake
Easton Senior-Junior High School (1928)	Easton	Elton E. Stone
Ebensburg-Cambria High School (1932)	Ebensburg	E. M. Johnston
Ellis College for Education of Fatherless Girls (High School) (1936)	Newtown Square.....	Dr. Arnold Evert Look
Ellis School, The..... (1928)	Pittsburgh (4860 Ellsworth Ave.)	Miss Sara Frazer Ellis
Episcopal Academy, The.. (1928)	Philadelphia (City Line & Berwick Rd., Overbrook)	Greville Haslam
<i>Erie Public High Schools:</i>		
Academy High School .. (1928)	Erie (29th at State St.)	John W. Ray
Erie East High School.. (1930)	Erie (Brandes & Atkins Sts.)	W. Edwin Coon
Strong Vincent High School... (1931)	Erie (1330 West 8th St.)	H. D. Leberman
Fleetwood Junior-Senior High School (1932)	Fleetwood	Matthew J. A. Smith
Ford City Junior-Senior High School (1930)	Ford City.....	Paul N. Marsh

SCHOOL	LOCATION	HEAD
Forty Fort Junior-Senior High School (1930)	Wilkes-Barre (Forty Fort)	Frank W. Walp
Franklin and Marshall Academy (1928)	Lancaster	Dr. Edwin M. Hartman
Franklin Borough High School... (1936)	Conemaugh	Dr. H. C. Tilley
Freeland Mining and Mechanical Institute (1929-31; 1936)	Freeland	Lambert E. Broad
Friends Central School.... (1928)	Philadelphia (68th St. & City Line, Overbrook)	Dr. Barclay L. Jones
Friends Select School.... (1928)	Philadelphia (17th St. & Parkway)	Harris G. Haviland
George School..... (1928)	George School	George A. Walton
Germantown Academy.... (1928)	Philadelphia (S. W. Cor. School Lane & Greene St., Germantown)	Samuel E. Osbourn
Germantown Friends School.... (1928)	Philadelphia (Coulter St., Germantown)	Burton P. Fowler
Gettysburg High School... (1930)	Gettysburg	G. W. Lefever
Girard College (High School)... (1928)	Philadelphia (Corinthian & Girard Aves.)	Dr. D. Montford Melchior
Glen-Nor High School.... (1931)	Glenolden	J. Milton Rossing
Greensburg High School.. (1930)	Greensburg	W. A. Gensbigler
Grier School, The..... (1928)	Birmingham	Thomas Campbell Grier
Hamburg High School.... (1936)	Hamburg	John N. Land
Harrisburg Academy, The. (1928)	Harrisburg (2995 North 2nd St.)	Frank C. Baldwin
<i>Harrisburg Public High Schools:</i>		
John Harris High School..... (1928)	Harrisburg (25th & Market Sts.)	Horace G. Geisel
William Penn High School.... (1928)	Harrisburg (6th & Division Sts.)	Clarence E. Zorger
Haverford School, The... (1928)	Haverford	Cornelius B. Boocock
Haverford Township Senior High School..... (1928)	Upper Darby	Oscar Granger
Hawley High School..... (1936)	Hawley	Albert H. Haggarty
Hazleton Senior High School... (1928)	Hazleton	Dr. S. P. Turnbach
Hershey Industrial School. (1936)	Hershey (R.D. 2)	W. Allen Hammond
Hill School, The..... (1928)	Pottstown	James I. Wendell
Holidaysburg Senior High School (1939)	Holidaysburg	Dolan H. Loree
Holmquist School..... (1930)	New Hope	Miss Margaret B. Dewey
Honesdale High School... (1940)	Honesdale (1015 Church St.)	H. F. Manbeck
Indiana High School.... (1928)	Indiana	J. A. Lubold
Jeannette High School.... (1932)	Jeannette	John Maclay
Jenkintown Borough Junior-Senior High School... (1930)	Jenkintown	Requa W. Bell
Johnstown Central Senior High School (1930)	Johnstown	Walter C. Davis
Kane High School..... (1928)	Kane	Paul R. Miller
Kennett High School..... (1938)	Kennett Square	W. Earle Rupert
Kingston High School (1932)	Kingston	P. A. Golden
Kiskiminetas Spring School..... (1929)	Saltsburg	John J. Daub
Lancaster Catholic High School.. (1936)	Lancaster (650 Juliette Ave., Rossmere)	Rev. Anthony F. Kane

SCHOOL	LOCATION	HEAD
<i>Lancaster Public High School:</i>		
John Piersol McCaskey High School (1939)	Lancaster (Reservoir St.)	Benjamin B. Herr
Lansdale Senior High School.... (1931)	Lansdale	Herman L. Bishop
Lansdowne High School... (1928)	Lansdowne (Essex & Green Aves.)	E. Carlton Abbott
La Salle High School..... (1931)	Philadelphia (20th St. & Olney Ave.)	Brother G. Charles
Latrobe High School..... (1928)	Latrobe	Mark N. Funk
Lawrence Park Junior-Senior High School (1939)	Erie (Morse St., Lawrence Park)	D. V. Skala
Lebanon Senior High School.... (1928)	Lebanon	F. L. Zimmerman
Leetsdale Junior-Senior High School (1931)	Leetsdale	James S. Snoke
Lehigh High School.... (1932)	Lehigh	H. G. Sensinger
Lewistown Junior-Senior High School (1936)	Lewistown	Ralph H. MacLay
Lincoln High School (formerly Midland High School)... (1928)	Midland	Ralph H. Jewell
Linden Hall Seminary.... (1928)	Lititz	Dr. F. W. Stengel
Lititz Borough High School..... (1928)	Lititz	M. C. Demmy
Lock Haven Senior High School (1931)	Lock Haven	Reagan I. Hoch
Lower Merion Senior High School (1931)	Ardmore	George H. Gilbert
Manheim Junior-Senior High School (1928)	Manheim	H. C. Burgard
Manheim Township High School (1935)	Neffsville	Harold T. Griffith
Manor Township and Millersville Boro High School.... (1929)	Millersville	D. L. Biemesderfer
Marywood Seminary..... (1928)	Scranton (2300 Adams Ave.)	Mother M. Cyril
Mater Misericordiae Academy... (1928)	Merion Station	Sister Agnes Mary
Mauch Chunk Junior-Senior High School (1930)	Mauch Chunk..... (Centre & Pine Sts.)	{ T. O. Mitman { Miss Mary F. Bevan
Mauch Chunk Township Junior-Senior High School... (1928)	Nesquehoning (90 E. Catawissa St.)	Gordon E. Ulshafer
Mechanicsburg Junior-Senior High School..... (1932)	Mechanicsburg	D. D. Brandt
Media High School..... (1933)	Media	William H. Micheals
Mercersburg Academy, The.... (1928)	Mercersburg	Dr. Charles S. Tippetts
Mercyhurst Seminary..... (1933)	Erie (501 E. 38th St. Blvd.)	Sister Jean Marie
Milford High School..... (1928)	Milford	Ira C. Markley
Millcreek High School.... (1930)	Erie (R.D. 2)	B. A. Goodrich
Milton S. Hershey Junior-Senior High School... (1935)	Hershey	Walter B. Henninger
Minersville High School.. (1932)	Minersville	G. Howard Schofthal
Mohnton High School..... (1940)	Mohnton	Charles O. Metcalf
Monaca Senior High School.... (1939)	Monaca	Eudore G. Groleau

SCHOOL	LOCATION	HEAD
Moravian Preparatory School.... (1934)	Bethlehem (Heckewelder St.)	Warren F. Nonnemaker
Moravian Seminary for Women (1942)	Bethlehem (87 W. Church St.)	Miss Naomi L. Haupert
Morrisville High School..(1932)	Morrisville	E. Leonard Caum
Mount Joy Borough High School (1928)	Mount Joy	W. E. Nitrauer
Mount Lebanon High School..... (1933)	Pittsburgh (16) (Cochran Rd., Mount Lebanon)	Dr. Ralph D. Horsman
Mount Penn Junior-Senior High School .....(1930)	Reading (25th & Filbert Sts.)	Roscoe H. Ward
Mount Pleasant High School (1933)	Mount Pleasant	G. Clifford Singley
Mount Saint Joseph Academy.... (1928)	Philadelphia (Chestnut Hill)	Mother Denis Marie
Muhlenberg Township High School .....(1931)	Laureldale	C. S. Crumbling
Munhall High School (formerly Eleventh Avenue High School) .....(1928)	Munhall	Max W. Wherry
Nazareth Senior High School.... (1937)	Nazareth	Miss Florence L. Nicholas
Nether Providence Township High School .....(1936)	Wallingford	Howard A. Wentz
New Cumberland High School... (1932)	New Cumberland	Charles W. Gemmill
New Holland High School (1934)	New Holland	J. Harvey Shue
New Kensington High School.... (1928)	New Kensington	H. B. Weaver
Newport Township High School . (1936)	Wanamie	John Kanyuck
Norristown Senior High School.. (1928)	Norristown (Markley St. & Coolidge Blvd.)	Miss Emma E. Christian
North East Joint High School.... (1937)	North East	E. C. Davis
North Wales High School .(1942)	North Wales	John B. Geissinger
Northampton Senior High School (1932)	Northampton	Ira L. Sheaffer
Norwin Union High School..... (1941)	Irwin (18th & Lincoln Ave.)	J. W. Clawson
Ogontz School .....(1931)	Rydal (Woodland Rd.)	Dr. Abby A. Sutherland
Oley Township High School..... (1940)	Oley	Frederick H. Stauffer
Otto Junior-Senior High School.. (1938)	Duke Center.....	Ralph L. Sweitzer
Our Lady of Mercy Academy... (1941)	Pittsburgh (3333 Fifth Ave.)	Sister M. Gerald
Palmerton Junior-Senior High School (formerly Stephen S. Palmer Junior-Senior High School) .....(1928)	Palmerton	Donald W. Denniston
Penn Hall Preparatory School... (1928)	Chambersburg	Frank S. Magill
Pennsylvania Military Pre- paratory School .....(1929)	Chester	Dr. Franklin G. Williams
Perkiomen School .....(1928)	Pennsburg	Clarence Edwin Tobias, Jr.

SCHOOL	LOCATION	HEAD
<i>Philadelphia Public High Schools:</i>		
Benjamin Franklin High School (1941)	Philadelphia (Broad & Green Sts.)	Dr. A. O. Michener
Frankford High School.. (1928)	Philadelphia (Oakland & Harrison Sts.)	Dr. Frank L. Cloud
Germantown High School..... (1928)	Philadelphia (Germantown Ave. & High St., Germantown)	Dr. Leslie B. Seeley
John Bartram High School.... (1941)	Philadelphia (67th St. & Elmwood Ave.)	Dr. William E. Burkard
Kensington High School for Girls (1928)	Philadelphia (Cumberland & Coral Sts.)	Mrs. Marie K. Longshore
Olney High School..... (1932)	Philadelphia (Front & Duncannon Sts.)	Edwin Y. Montanye
Overbrook High School . (1928)	Philadelphia (59th St. & Lancaster Ave.)	William M. Clime
Philadelphia Central High School (1928)	Philadelphia (Ogontz & Olney Aves.)	Dr. John L. Haney
Philadelphia High School for Girls (1928)	Philadelphia (17th & Spring Garden Sts.)	Dr. Olive E. Hart
Philadelphia Northeast High School (1928)	Philadelphia (8th St. & Lehigh Ave.)	Dr. Theodore S. Rowland
Roxborough Senior and Junior High School..... (1928)	Philadelphia (Ridge Ave. & Fountain St.)	Price B. Engle
Simon Gratz High School..... (1930)	Philadelphia (17th & Luzerne Sts.)	Dr. E. Carl Werner
South Philadelphia High School for Boys..... (1928)	Philadelphia (Broad & Jackson Sts.)	Frank C. Nieweg
South Philadelphia High School for Girls. (1928-1937; 1942)	Philadelphia (2101 S. Broad St.)	Miss Ruth Wanger
West Philadelphia High School (1928)	Philadelphia (48th & Walnut Sts.)	Walter Roberts
William Penn High School for Girls (1928)	Philadelphia (15th & Wallace Sts.)	Miss Amanda Streeper, 2nd
<i>Philadelphia Roman Catholic Diocesan High Schools:</i>		
John W. Hallahan Catholic Girls High School.. (1929)	Philadelphia (19th & Wood Sts.)	Sister M. Giovanni
Philadelphia Northeast Catholic High School for Boys..... (1936)	Philadelphia (Kensington & Torresdale Aves.)	Dr. Thomas A. Lawless
Philadelphia Roman Catholic High School..... (1928)	Philadelphia (Broad & Vine Sts.)	Rev. John A. Cartin
Philadelphia Southeast Catholic High School for Boys..... (1939)	Philadelphia (7th & Christian Sts.)	Dr. M. J. McKeough
West Philadelphia Catholic Girls High School.. (1930)	Philadelphia (45th & Chestnut Sts.)	Sister Mary Esther
West Philadelphia Catholic High School for Boys..... (1932)	Philadelphia (49th & Chestnut Sts.)	Brother Anselm

SCHOOL	LOCATION	HEAD
Phoenixville Senior High School (1928)	Phoenixville	Edgar T. Robinson
Pittsburgh Central Catholic High School.....(1932)	Pittsburgh	Rev. Brother E. Pius
	(4720 Fifth Ave.)	
<i>Pittsburgh Public High Schools:</i>		
Allegheny High School..(1929)	Pittsburgh	Vernon S. Beachley
	(810 Sherman Ave.)	
Carrick Junior-Senior High School	Pittsburgh	Roy J. Mathias
(1928)	(125 Parkfield St.)	
David B. Oliver Junior-Senior High School.....(1928)	Pittsburgh	John F. Bailey
	(2200 Brighton Rd. at Island Ave., N.S.)	
Fifth Avenue Junior-Senior High School.....(1928)	Pittsburgh	Dr. Arthur B. Siviter
	(1800 Fifth Ave. at Milten- berger St.)	
George H. Westinghouse Junior-Senior High School (1928)	Pittsburgh	Clark B. Kistler
	(Murtland Ave. & Monticello St.)	
Peabody High School... (1928)	Pittsburgh	Donald Edwin Miller
	(Beatty & Margaretta Sts.)	
Perry Junior-Senior High School	Pittsburgh	John H. Adams
(1928)	(Perryville Ave. & Semicir St.)	
Pittsburgh South Side Junior- Senior High School . (1928)	Pittsburgh	J. M. McLaughlin
	(S. 10th & Carson Sts.)	
Samuel P. Langley Junior- Senior High School . (1928)	Pittsburgh	Dr. Dana Z. Eckert
	(Chartiers & Robina Sts.)	
Schenley High School... (1928)	Pittsburgh	Harvey P. Roberts
	(Bigelow Blvd. & Center Ave.)	
South Hills High School. (1928)	Pittsburgh	Dr. Harry E. Winner
	(Ruth & Secane Sts., Mount Washington)	
Taylor Allderdice Junior- Senior High School . (1931)	Pittsburgh	P. H. Rinehart
	(Shady & Forward Aves.)	
Port Allegany Senior High School	Port Allegany.....	Fred N. Hardy
(1933)	Pottstown	H. L. Smith
Pottstown Senior High School.... (1932)	Pottstown	
Pottsville High School.... (1930)	Pottsville	D. H. H. Lengel
Prospect Park Borough Junior- Senior High School... (1933)	Prospect Park.....	Gordon E. Groff
Quakertown Junior-Senior High School	Quakertown	A. Franklin Hunsberger
(1932)		
Radnor Township Senior-Junior High School	Wayne	T. Bayard Beatty
(1928)	Reading	John H. Eisenhower
Reading Senior High School.... (1928)		
Red Lion Junior-Senior High School	Red Lion	Harvey J. Becker
(1928)		
Ridley Park Junior-Senior High School	Ridley Park	J. Layton Moore
(1929)	Rochester	Fenton H. Farley
Rochester Senior High School.... (1928)		

SCHOOL	LOCATION	HEAD
Royersford High School... (1933)	Royersford	Thomas D. Evans
Saint Benedict Academy... (1928)	Erie (345 East 9th St.)	Sister M. deSales Austin
Saint John Kanty College High School (1928)	Erie (R.F.D. 6)	Rev. Joseph Piórkowski
Saint Joseph Academy, Seton Hill (1929)	Greensburg	Sister M. Francesca Brownlee
Saint Joseph's College High School (1928)	Philadelphia (18th & Thompson Sts.)	Rev. John F. Lenny
Saint Leonard's Academy of the Holy Child (1930)	Philadelphia (3833 Chestnut St.)	Mother Mary Virginia
Saint Mary's Academy.... (1937)	Philadelphia (5401 Old York Rd.)	Sister Louis Gonzaga
Saint Mary's Catholic High School (1932)	Saint Marys	Sister M. Isabel
Saint Rosalia High School..... (1938)	Pittsburgh (511 Greenfield Ave.)	Sister M. Matthias
Sayre High School..... (1932)	Sayre	Judson F. Kast
School of the Holy Child Jesus.. (1929)	Sharon Hill.....	Mother Ignatius Loyola
Scranton Central High School... (1928)	Scranton (Cor. Vine St. & Washington Ave.)	Albert T. Jones
Sellersville-Perkasie Joint High School (1932)	Perkasie	Paul L. Gruber
Sewickley High School.... (1931)	Sewickley	Stanley G. Stroup
Shady Side Academy (Boys).... (1928)	Pittsburgh (Fox Chapel Rd., Aspinwall, P. O. Box 7374, Oakland Sta.)	Roger B. Merriman, Jr.
Sharon Hill Junior-Senior High School (1934)	Sharon Hill.....	C. K. Wagner
Shillington High School... (1929)	Shillington	Miss E. Myrtle Snyder
Shipley School, The..... (1928)	Bryn Mawr	{ Miss Eleanor O. Brownell { Miss Alice G. Howland
Shippen School for Girls.. (1930)	Lancaster (120 N. Lime St.)	Miss Eleanor Fitzpatrick
Slippery Rock Junior-Senior High School, Campus High School of the Slippery Rock State Teachers College..... (1935)	Slippery Rock.....	Herbert Book
Solebury School (1931)	New Hope.....	Arthur H. Washburn
Souderton High School.... (1935)	Souderton	E. M. Crouthamel
Southmont Junior-Senior High School (1939)	Johnstown (307 State St., Southmont Boro)	Wilbur C. Wolf
Spring City Junior-Senior High School (1939)	Spring City.....	William P. Tollinger
Springfield Township High School (1937)	Media (Leamy Ave. & Rolling Rd., Springfield)	Milton L. Smith
Springfield Township High School (1928)	Philadelphia (Hillcrest Ave., east of Bethlehem Pike, Chestnut Hill)	Richard C. Ream

SCHOOL	LOCATION	HEAD
Springside School.....(1934)	Philadelphia (Norwood & East Chestnut Aves., Chestnut Hill)	Mrs. Margaret Tyler Paul
State College High School..(1940)	State College	W. H. Passmore
Steelton High School.....(1928)	Steelton	C. W. Eisenhart
Stevens School for Girls..(1930)	Philadelphia (143 West Walnut Lane, Germantown)	Mrs. Mildred W. Swan
Stroudsburg High School..(1928)	Stroudsburg	John S. Cartwright
Sunbury High School.....(1934)	Sunbury	Frederick Padgett
Swarthmore High School..(1928)	Swarthmore	G. Baker Thompson
Swissvale High School....(1928)	Swissvale	L. M. Douglas
Tarentum High School....(1928)	Tarentum	H. M. Williamson
Temple University High School.. (1928)	Philadelphia (1417 Diamond St.)	H. E. Harting
Titusville High School....(1932)	Titusville	E. F. Bitters
Tredyffrin-Easttown Joint High School .....(1928)	Berwyn (Conestoga & Howellville Rds.)	Wallace S. Brey
Troy High School.....(1929)	Troy	W. R. Croman
Tunkhannock Junior-Senior High School .....(1928)	Tunkhannock	Frank T. Dolbear
Uniontown Senior High School... (1933)	Uniontown	R. D. Mosier
Upper Darby Senior High School (1928)	Upper Darby	John H. Tyson
Valley Forge Military Academy... (1932)	Wayne	Col. Milton G. Baker
Villa Maria Academy....(1932)	Erie (West 8th St.)	Sister Mary Edward
Villa Maria Academy....(1928)	Malvern	Sister Mary Catherine Louise
Villa Maria High School..(1928)	Villa Maria	Sister Mary Jude
Warren High School.....(1928)	Warren	Floyd W. Bathurst
Washington Seminary.....(1930)	Washington	Mrs. Jane Crowe Maxfield
Waynesboro High School..(1942)	Waynesboro	Paul Shull
Wellsboro Junior-Senior High School .....(1935)	Wellsboro	Rock L. Butler
West Chester High School..(1929)	West Chester	B. Reed Henderson
West Reading High School..... (1928)	Reading	Edwin B. Yeich
West York High School....(1928)	York	C. A. Wentz
Westmont-Upper Yoder High School .....(1928)	Johnstown (10th Ave. & Luzerne St.)	Clarence E. Shappell
Westtown School .....(1928)	Westtown	James F. Walker
Wilkes-Barre Day School, The.. (1928)	Wilkes-Barre (1560 Wyoming Ave., Forty Fort)	Harold L. Cruikshank
<i>Wilkes-Barre Public High Schools:</i>		
Elmer L. Meyers High School.. (1933)	Wilkes-Barre (Carey Ave.)	J. Franck Dennis
G. A. R. Memorial High School (1930)	Wilkes-Barre (S. Sherman & Lehigh Sts.)	S. R. Henning
James M. Coughlin High School .....(1928)	Wilkes-Barre (N. Washington St.)	J. H. Super
Wilkesburg High School..(1930)	Wilkesburg	Floyd H. Carson
William Penn Charter School.... (1928)	Philadelphia (Pinehurst, West School Lane & Fox St., German- town)	Dr. John Flagg Gummere

SCHOOL	LOCATION	HEAD
William Penn Senior High School (1928)	York (Beaver St. & College Ave.)	Dr. C. B. Heinly
Williamsport Dickinson Seminary (1928)	Williamsport	Dr. John W. Long
Williamsport High School. (1928)	Williamsport	J. E. Nancarrow
Wilson Borough Junior-Senior High School.....(1928)	Easton (22nd St. & Washington Blvd., Borough of Wilson)	J. Harry Dew
Wyoming Seminary.....(1928)	Kingston	Dr. Wilbur H. Fleck
Wyomissing High School..(1928)	Wyomissing	Allen W. Rank
Yeadon High School.....(1939)	Lansdowne P. O. (Baily Rd. & Cypress St., Yeadon)	Thomas A. Clingan
York Collegiate Institute, York County Academy.....(1928)	York	Lester F. Johnson
SWITZERLAND		
International School of Geneva.. (1936)	Geneva (62 route de Chêne)	F. Roquette

N.B.: In case the headship of a school changes prior to December first, please notify us.

OTHER MEMBERSHIP INSTITUTIONS

JANUARY 1, 1942

(The city following the name of the school is the post office as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
Ashland High School	Ashland, Pa.	Maud M. Prichard
Baltimore City Department of Education	Baltimore, Md.	David E. Weglein
Bergen School for Girls	Jersey City, N. J.	Catalina Van Cleef
Brearley School	New York City (610 E. 83d St.)	Mrs. Rustin McIntosh
Bryn Mawr School	Baltimore, Md.	Elizabeth S. Thomas
Central Evening High School	Philadelphia, Pa.	J. T. Rorer
Columbia Institution for the Deaf	Washington, D. C.	Percival Hall
Delaware Department of Public Instruction	Dover, Del.	H. V. Holloway
Elizabeth Department of Education	Elizabeth, N. J.	Ira T. Chapman, Supt.
Elizabethtown College	Elizabethtown, Pa.	R. W. Schlosser
Gardner School	New York, N. Y. (143 E. 70th St.)	Miss M. Elizabeth Masland
Garrison Forest School	Garrison, Md.	Mary M. Livingston
Hamilton High School	Trenton, N. J.	Albert H. Flury
Harcum Junior College	Bryn Mawr, Pa.	Edith H. Harcum
High School Principals Association	New York City (345 E. 115th St.)	Sinclair J. Wilson
Highland Manor	Tarrytown-on-Hudson, N. Y.	Eugene H. Lehman
Holy Angels Academy	Buffalo, N. Y.	Sister Catherine of Siena
Immaculate Conception High School	Lodi, N. J.	Sister Mary Leona
Jersey City Superintendent of Schools	Jersey City, N. J.	James F. Nugent
Lankenau School for Girls	Philadelphia, Pa.	E. F. Bachmann
Liberty High School	Liberty, N. Y.	David E. Panebaker
Mary Lyon School	Swarthmore, Pa.	{ Haldy Miller { Frances Leavitt Crist Lida Lee Tall
Maryland State Normal School ..	Towson, Md.	C. N. Hostetter, Jr.
Messiah Bible College	Grantham, Pa.	Gordon C. Boardman
Millville Memorial High School ..	Millville, N. J.	George B. Holmes
Montgomery Country Day School	Wynnewood, Pa.	Rev. Edwin J. Heath
Moravian College for Women ..	Bethlehem, Pa.	Ralph F. Perry
Morristown High School	Morristown, N. J.	Roy Tasco Davis
National Park College Academy .	Forest Glen, Md.	
New Jersey Department of Public Instruction	Trenton, N. J.	William A. Ackerman
Oak Knoll School of the Holy Child Jesus	Summit, N. J.	Mother Mary Eustace
Patterson Park High School	Baltimore, Md.	Norman L. Clark
Pennsylvania State Department of Public Instruction	Harrisburg, Pa.	C. O. Williams
Pittsburgh Academy	Pittsburgh, Pa.	J. F. Kinsley
Pittston High School	Pittston, Pa.	D. J. Cray
Raymond Riordon School	Highland, N. Y.	Ronald L. Barry
St. John's College	Annapolis, Md.	Stringfellow Barr
St. John's University	Brooklyn, N. Y.	Rev. Edward J. Walsh
Seyern School	Seyerna Park, Md.	Rolland M. Teel
South River High School	South River, N. J.	Wilbur A. Bryan
State Teachers' College	Millersville, Pa.	Landis Tanger
State Teachers' College	West Chester, Pa.	Charles S. Swope
Storm King School	Cornwall, N. Y.	Anson Barker
Thiel College	Greenville, Pa.	George Rowley, Acting

SCHOOL	LOCATION	HEAD
University of the State of New York	Albany, N. Y.	Frank P. Graves
Waynesburg College	Waynesburg, Pa.	Paul R. Stewart
Marjorie Webster Schools, Inc. ..	Washington, D. C.	Marjorie F. Webster
West Pittston High School	West Pittston, Pa.	R. J. W. Templin
Wilson High School of Spring Township	West Lawn, Pa.	S. H. Brown
Winchester-Thurston School	Pittsburgh, Pa.	Mary A. G. Mitchell

HONORARY MEMBERS

Dr. Wilson Farrand	Princeton University	Princeton, N. J.
Dr. William A. Wetzel	12 Belmont Circle	Trenton, N. J.
Dr. John H. Denbigh	751 The Alameda	Berkeley, Cal.
Dr. Frederick C. Ferry	324 Hart St.	New Britain, Conn.
Dr. George Wm. McClelland ...	University of Pennsylvania .	Philadelphia, Pa.
Mr. Stanley R. Yarnall	5337 Knox St.	Philadelphia, Pa.

